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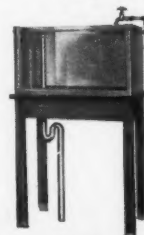
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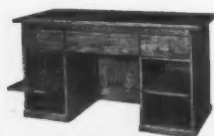
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TRAVEL SECTION



CHATEAU CHILLON

Marie Widmer, New York City

HALLOWED by history and glorified in prose and poetry, Chillon, one of the most frequently painted and most photographed old chateaus in the Old World, occupies a spot on the lake of Geneva, near Montreux, Switzerland, which for the remarkable perfection of its beauty suggests not earth, but paradise.

The castle stands on a tiny island of rock, separated from the shore by a narrow, natural waterway. "Here," as Sir Frederick Treves pointed out in his inspired volume on "The Lake of Geneva," "are all the details that befit a scene of medieval romance. Here stood the drawbridge by the ominous entry. Here are the low-pitched, cavernous guardroom, with its great fireplace, and the sunlit courtyards where the pages played at knuckle-bones, and where the maids, as they passed, lingered to laugh with them.

"Here, too, are the turrets where the sentries watched, the great keep into which the countryfolk, half-clad and half-crazed, were hurried when the Terror was upon them, as well as the dungeons made horrible by moans and the clank of chains. There is no detail lacking. There are even the secret stairs

cut in the walls, so essential in romance, and the postern by the water's edge, which was a way of escape when all hope was lost."

Chillon is old, very old. A Roman guardhouse is said to have stood here up to the 4th century. Underneath the present castle floor are remains of fortified dwellings which must have been erected in the 9th century.

The chateau itself is mentioned as the property of the bishops of Sion in a document dated 1005 A. D., and shortly afterwards it had its own castellan and a small garrison.

From the 12th century until 1536, Chillon was under the dominion of the Counts and afterwards the Dukes of Savoy, and into the last part of their reign over this property falls the imprisonment of Francois de Bonivard, the hero of Byron's well-known "Prisoner of Chillon."

Bonivard, an ar-

dent republican, had espoused the cause of the Genevese against the Duke of Savoy, and for this reason he was imprisoned in Chillon until 1536, when the Bernese forces, after a siege, took the stronghold and liberated him and other patriots held in captivity. After this the castle was under Bernese rule and in 1803 it became property of the canton of Vaud. The prison's Governor was then replaced by a porter and the garrison by a couple of gendarmes.

The chateau of Chillon has been carefully restored in every detail. It is open to visitors throughout the year, the hours of admission varying in length, according to the season. In the basement is the famous prison-house, with its seven columns and its sixteen gothic vaults. The iron ring to which Bonivard is said to have been fettered is still there, and imprints of his footsteps on the hard pavement are reminiscent of his endless pacing during his six years of captivity.

Upstairs, the banqueting chamber communicates with the large kitchen and pantry. In its general features this room stands as it was in 1256 A. D.

The Castle of Chillon near Montreux on the lake of Geneva, Switzerland. The Dent du Midi towers in the background.



Montreux, on the lake of Geneva, Switzerland, is famed for its scenic beauty and delightful climate.



Its fine ceiling came from the pine forests of the Jura, near Nyon, in 1437, at the same time as the present fireplace. The spacious upper hall, generally described as the "Knights' Hall," was formerly the reception room, and several handsome sleeping chambers are in its proximity.

The Donjon—keep—served from its very beginning more for observation than for defense, and visitors to Chillon will pleasantly remember it as a point of vantage which affords glimpses of one of Nature's choicest corners.

* * *

Sabbatical Leave

A SPECIAL reduction of 20% in transatlantic steamship fares for teachers on sabbatical leave is announced by S. E. Corbin, San Francisco General Agent of Canadian Pacific Steamship Lines at 152 Geary Street.

This rate will be available to all teachers of the United States and Canada who are actively engaged in the profession, upon certification by a responsible officer of their school or college that they are on sabbatical leave.

The reduced fares will be effective at all times except during the season of heavy summer travel. They will be granted for eastbound passage from August 15 to March 30, and for westbound passage between the inclusive dates of October 15 and July 15.

The announcement marks the first time that special transatlantic rates have been offered to teachers traveling independently, rather than in tour groups. Efforts are also being made to arrange similar reductions in European hotel rates for the benefit of teachers on sabbatical leave.

* * *

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DUE to rapid growth of its air-travel business, tremendous increase in inquiries, and indications that the prospective opening of air-routes to Europe will vastly increment travel by air, the American Express Company announces the establishment of a special air-travel department to handle this branch of its business.

The department will be headed by Erskine Girard, for the last three years district superintendent of Pan-American Airways for the New York area.

ADVENTURE TOURS

EUROPE Personally conducted all-expense tours leave Los Angeles June 25th and June 28th, from New York June 29th and July 2nd, 1938.

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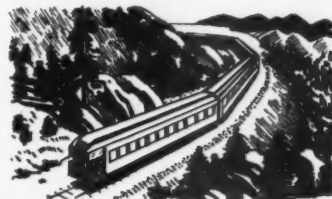
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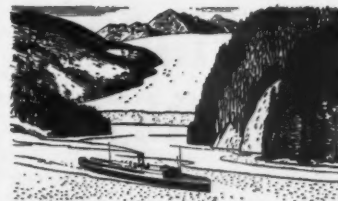
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Through a series of travelogues richly illustrated by slides and pictures and a wealth of beautiful articles from private collections of Miss Ball and others, she will conduct a pilgrimage in quest of the worthwhile in the Orient.

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South American Education

MRS. MILDRED PERKINS, first grade teacher at the Salida Grammar School, Stanislaus County, spent the summer and early fall months on an extensive tour through many parts of South America. She makes these comments on education in the countries of that continent:

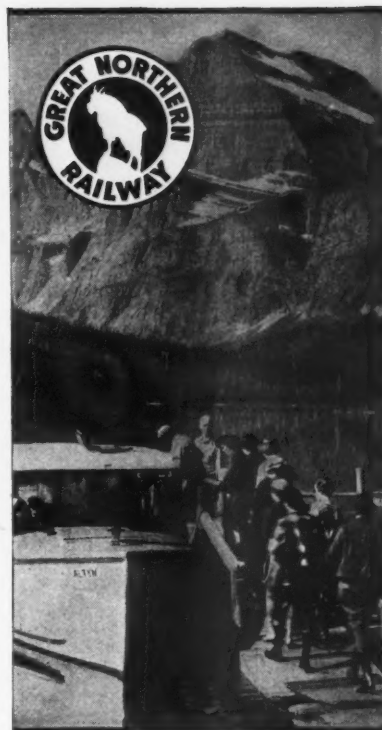
Latin-American interest in education is not centered upon elementary education, but upon the secondary school. Except in Argentina, little attempt has been made to introduce into the schools practical subjects of an industrial or vocational nature.

Politics pervades the educational system. The ministers of education change rapidly and with them the systems of plans they introduce.

Every Latin-American country maintains normal schools for the training of teachers. Support of the state is excellent and sometimes far beyond anything we make.

American influence in education is exerted by the existence of American schools in Latin-American countries. They are to be found in practically every capital and in many large cities. They are highly regarded and well filled with students. Their methods of teaching are modern, their equipment up-to-date; and they attempt to give a rounded education, which includes physical welfare and character training as well as the intellectual.

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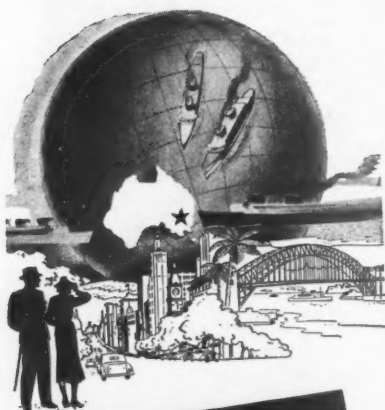
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On these tours, one will have the opportunity of visiting England, Scotland, Ireland, France, Switzerland, Italy, Germany, Denmark, Sweden, Norway, Belgium, and Holland. Included will be visits to the world's most famous art galleries, museums, cathedrals, and various points of historic and romantic interest, and many trips by motor through world-famous places of scenic gran-

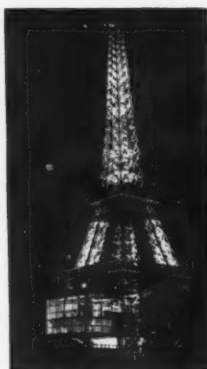
deur, such as the Swiss Alps, the Rhine, Italian lakes, Norwegian fjords, English countryside, and to quaint and ancient byways.

From present indications it is predicted that Europe will see more American visitors there this coming summer than any other year in the history of travel. To secure desirable accommodations, it is advisable to make reservations early.

J. Walter Lewy recently has taken charge of the Foreign Tour department of the Southern California Tourist Bureau with headquarters at 542 South Broadway, Los Angeles. Mr. Lewy has had extensive travel experience in Europe, speaks five languages and is well equipped for this post.

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Schools in Europe

IRENE WILSON of Turlock Elementary School specialized in schools on her recent trip to Europe.

The mile-and-a-half to the Ponta Delgada School on the Azore Islands was ridden in an ox-cart. Although the English language was not stressed, this school was one of the most Americanized that was visited. No effort was made to make attractive either the exterior or interior of the four-room stucco building. The children, seated at desks similar to the American type, were all dressed in white cotton clothes. The teacher, a native of the island, spoke English.

The classrooms in the old Moorish quar-

ters of Algiers were not entered by the party, as the school was in a poor section and was extremely dirty. The small windowless rooms, each with only five or six pupils, were viewed by the visitors through the open doorway.

School was not in session at Gibraltar, but Miss Wilson visited the building, which was large, well-painted, surrounded by lawns, and overlooking the Strait.

The children of Paris are encouraged to learn English as well as French. They start at seven in the morning and are dismissed at five in the afternoon. Physical training, handwork, and cooking are stressed. After graduation many of the children go to the trade schools.

Athens has probably existed longer than any other city of importance in Europe today. Apparently a settlement was established there more than 1,000 years before the Christian era. Rome is a close rival. Its beginnings appear to have been about 1,000 B. C. Greek communities of importance that antedated Athens have not survived as important cities to the present day.

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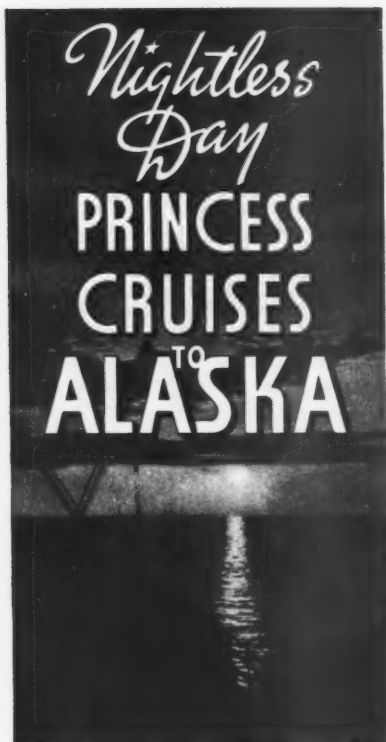
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Asilomar

ASILOMAR, on the Monterey Peninsula near Pacific Grove, is starting its third year under the management of Paulsen and David Visel as an all-year resort. For many years prior to the new management, Asilomar was famed as Y. W. C. A. conference grounds. Now it is open to the general public and is rapidly becoming known as an ocean-front, pine-forest playground. Teachers will find it an ideal resort to enjoy comfortable surroundings in an unusual environment.

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Two Travel Tours

A new feature of this year's Summer Session of the San Francisco State College will be regularly accredited study in connection with two travel tours, one to Europe and one to Mexico. Members of the college faculty will head these tours and direct the study of those who take them for credit.

* * *

The Latvian National Singing Festival will be held at Riga June 18-20 next. For people who wish to attend this outstanding event an excellent connection will be supplied by the Cunard White Star liner Lancastria, sailing from New York May 21 for Baltic Sea ports.

* * *

Business Training Workbook

THE Everyday Business of One Man's Family is the title of a new workbook, published by Kelloway-Ide Company, Los Angeles. Author of this ninth grade business training and mathematics workbook is Mrs. Rose E. Lindner, teacher, Virgil Junior High School, Los Angeles.

A group of Los Angeles teachers felt the need for a student-motivated lower-division text. Mrs. Lindner agreed to edit such a book. The subject-matter is taken from the life-experiences of a fictitious family, the Woodrows.

Everyday home problems relating to business are presented for the student to record and solve. The student finds added interest in comparing his own family life to that of the Woodrows. The workbook is organized in two parts to cover the year's work normally accomplished by the ninth grade mathematics or business training student.—Review by Fred A. Kelly, Balboa High School, San Francisco.

* * *

The World of Music

THE World of Music, published by Ginn and Company, now includes two complete separate courses, one for orchestra and one for band; complete instrumentation is provided in each course.

Orchestra course consists of 24 books for pupils, complete conductor's score, and teachers' manual. Band course consists of 34 books for pupils, complete conductor's score, and teacher's manual. Editing and arranging has been done by a group of nationally-distinguished music leaders.

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Tour of Mexico

Ceremonies at Parent Avocado Tree

CALIFORNIANS are invited to accompany the official expedition to Mexico, sponsored by California Avocado Association, approved by the state-wide Avocado Committee and California Farm Bureau Federation.

This tour is under direction of Southern California Tourist Bureau, 542 South Broadway, Los Angeles.

Leaving Los Angeles April 8, this Mexico tour will include, among the many places to be visited, Atlixco, where elaborate unveiling ceremonies will take place, and gold medals will be awarded to Senor Le Blanc and Carl Schmidt, in honor of the famous Parent Avocado Tree there. Most avocados grown in California originated from this parent tree.

The party will visit Queretaro, Mexico City, Cuernavaca, Taxco, Xochimilco, Oaxaca, Puebla, Atlixco, Tehuacan, Guadalajara, Guadalupe, and Mazatlan, returning April 24 to Los Angeles.



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TRIBUTES TO DAVID E. MARTIN

DAVID E. MARTIN will be remembered in educational circles for his efficient and progressive administration of the Alameda County Schools and for his leadership in state-wide educational affairs. His influence reached far beyond the jurisdiction of his official position.

To those who knew him intimately, "Dave" Martin will be remembered also as a man of democratic ideals who put those ideals into practice in his daily life and work. Teachers and children in the smallest schools of remote districts looked upon him as a friend. Their problems were his problems.

He handled the more conspicuous affairs of his office with a professional skill that won much recognition for the schools of Alameda County, yet he always had time to give friendly counsel and advice to an individual teacher or pupil.

His leadership will be missed in the educational life of California and in the civic affairs of his community, but nowhere will his absence be felt more keenly than in the small rural schools of Alameda County. "Dave" Martin exemplified the ideal of democratic education.—*Dr. E. W. Jacobsen, Superintendent of Schools, Oakland.*

IT IS difficult to pay tribute to the memory of David E. Martin without indulging in superlatives. Direct, truthful, honest, open, and aggressive, he would demand that whatever is written of him be measured by these standards.

He gave, as he demanded, loyalty. To him loyalty was one of the major virtues. Errors of judgment, mistakes in performance, lack of information, were minor shortcomings to be forgiven, but disloyalty was a cardinal sin for which there was no atonement. In his decalogue loyalty was the first commandment. It was the keystone in the arch of successful organization.

In the nineties, four men, Clement C. Young, Frederic Burk, E. Morris Cox, and David E. Martin, were actively engaged in education in Santa Rosa. All were possessed of strong personalities and were rugged individualists. Yet so fine was their fiber that, though they often disagreed in theory, they never lost the sense of perspective and remained throughout their lives the best of friends. Each has left the firm imprint of his character on the lives of the children who received tutelage under his guidance.

While ever aggressive in support of principles in which he believed, he was unusually gentle with children and animals. He never lost his early affection for horses. Nothing gave him greater pleasure than to hold the reins over a high-spirited animal. He understood how to cooperate with and

get the best out of a fine horse. He was equally successful in dealing with children, particularly those of a retiring nature. He would willingly leave a group of interesting men to draw out a shy child. His fund of stories and verse was ready to illustrate the

was a distinct shock to his thousands of friends.

Mr. Martin was born in Peru, Nebraska, 64 years ago, and after completing his education in his home state, came west. His first school position was in Santa Rosa, where he was an elementary principal under the supervision of the late Frederic Burk. From Santa Rosa he went to Livermore, and for seventeen years was in charge of the schools there. He became Deputy Superintendent of the Alameda County schools under the late George Frick, and at Mr. Frick's death in 1922 was appointed to the Superintendency, which position he held with distinction until his own passing.

David Martin was a great educator, in that he understood human emotions and the impulses which prompted boys and girls. He loved his fellowmen. He loved children. He loved horses. In his younger days his greatest pleasure was in the possession of a good horse which could outdistance the others in the neighborhood, and it was his delight to tell of its achievements.

Besides his fondness for other people, David Martin was a genuine family man, and his thoughtfulness of Mrs. Martin and the pride he had in the success of his two sons, Frank and Perry, were manifest to all who knew him.

Mr. Martin will be missed by his associates and friends, but most of all the children of Alameda County, whom he visited regularly in their schools, will regret the passing of their friend.—*Roy W. Cloud.*



*David Elliott Martin, Alameda County
Superintendent of Schools*

point he wanted to make with the children with whom he frequently talked.

In discussion he was a most worthy opponent. Like Lincoln he could destroy a carefully-planned argument by telling a homely but apt story. These were drawn mainly from his early life on a Nebraska farm. He was partial to the verse of the American poets, Whittier, Longfellow, Riley and Guest, from whose writings he quoted freely when addressing gatherings. Rural school trustees found his homely humor and sound, practical suggestions to their liking. Consequently, he was a most sought-after speaker at their institutes. Of him it may well be said, "He typified the real American."—*Sam H. Cohn, Deputy Superintendent of Public Instruction, Sacramento.*

DAVID ELLIOTT MARTIN, one of California's outstanding school administrators, passed away suddenly at his home in Oakland Wednesday evening, February 9. Mr. Martin had not been ill, so his passing

The Things of God

HELEN WALLACE, teacher, seventh grade, Calla School, San Joaquin County, has sent us the following nature-poem by Lorraine Bidou, seventh-grade pupil there:

Your caverns and canyons and mountain trails
Are places where men have trod,
But I think that your mighty mountain peaks
Form a great footstool for God.

Cities and roads and homes aplenty
Are things that man has made,
But the things of God are forests large,
The brooks and woodland glades.

The roofs of homes are bright and clean,
And made of beams and bars;
But I like better the one of God,
The roof of the moon and stars.

The walls of houses are strong and tall,
With designs that easily please,
But better than that is the wall of God,
A wall of great, green trees.

Machines and planes that skim through the sky
Are things that man has made,
But I prefer the things of God,
A dell and a woodland glade.

Sierra

EDUCATIONAL NEWS

JOHN A. SEXSON *President*
ROY W. CLOUD *State Executive Secretary*
VAUGHAN MacCAUGHEY *Editor*



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NUMBER 3

THE TEACHER

Robert G. Dennis of Yreka, Siskiyou County Superintendent of Schools, taught English in Yreka High School when he first went there in 1932. One of his students was Miss Willa Blake, who graduated in 1935 and now lives in Montague, six miles from Yreka.

Recently, in preparing for a teachers institute, Mr. Dennis made a short introductory talk outlining the three days sessions and emphasizing child welfare. He wanted a poem that would fit in with his remarks. He examined numerous poems but could not find exactly what he wanted.

It then occurred to him that Miss Blake could write a suitable poem. In response to his request, she wrote the following poem, which he later also used on a lovely greeting card. We are sure that California teachers will appreciate these beautiful verses by a Siskiyou County school girl.—Ed.

THEY bring their valiant hopes and place them here

For me to praise or judge for what they are;

These young ambitions, yet too new to fall—
These youthful thoughts that press against a star.

I see their laughter, and I see their tears,
I know their dreams; and, oh, I keep them well;

For in the shining, eager faces here
Another saviour of the world may dwell.

Then if the time seems meaningless and bleak,

Or if the hour is fraught with sad dismay,
I know that there are those who trust in me—

Whose souls are in my keeping for a day.

And when I count the things I treasure most,

The dearest of my blessings this will be:

A day can never be quite meaningless
If someone young and fine looks up to me!



Mrs. Leland Stanford

The Stanfords

Roy W. Cloud

THE picture on the cover of Sierra Educational News this month is of Leland Stanford, chief executive of California from 1863 to 1865. Prior to his election as governor, Mr. Stanford was a delegate to the national Republican convention in Chicago in 1860 which nominated Abraham Lincoln for the presidency of the United States. In 1885 Stanford was elected United States Senator, and was serving his second term when he was stricken at his home in Palo Alto and died on June 20, 1893.

Senator Stanford was born in Watervliet, New York, March 9, 1824. Before coming to California in 1852 he was a practicing

attorney in Wisconsin. In 1850 he married Jane Lathrop in Albany, New York. He and Jane Lathrop Stanford were the founders of Stanford University.

While Senator and Mrs. Stanford were traveling in Europe in 1894 with their only son, Leland Junior, the lad died. As a memorial to this only child, the parents dedicated their fortune to build Stanford University on their farm at Palo Alto.

* * *

Two Faithful Workers

Roy W. Cloud

TWO Secretaries of state teacher associations, who have worked untiringly for the welfare of public education in the United States, have died within recent months.

E. M. Carter, state executive secretary of Missouri State Teachers Association, the oldest secretary in point of service in any association in the United States, passed away at his home at Columbia, Missouri, on December 28, 1937, aged 59 years.

Charles A. Bowers, Secretary of Nebraska State Teachers Association, died at his home in Lincoln, Nebraska, on February 5, 1938.

Both of these teacher association officials were active in their work almost until the time of their passing. Both were ready at all times to work for the welfare of the schools of their respective states.

Mr. Carter assumed the secretaryship of Missouri State Teachers Association in 1907, and until 1915 was also superintendent of schools. In 1915 he resigned his superintendency and became a full-time secretary. Many of the favorable school conditions which now exist in Missouri came as a direct result of his study and work.

Mr. Bowers was only 47 at the time of his passing. He was an active member of the American Legion and of many of the civic bodies of Nebraska. He received his

(Please turn to Page 48)

EDUCATION IN INDIA

Frances Norene Ahl, Teacher of Civics and United States History, Glendale Senior High School, Los Angeles County

NO COUNTRY in the world today is so in need of a rapid and comprehensive program of education as is India.

Millions in India are disappointed because the new constitution did not give the country dominion status. The National Congress party, under the leadership of Nehru, is looking forward to independence. But both dominion status and independence are impossible until the masses of the people have been delivered from ignorance.

In some of the provinces of India the people vote not for the candidate for office, but for a particular color. In one state during the last election there were four colors represented by the ballots. Before entering the election booth the voter was instructed which color to vote. In another province on election day there were eight candidates. As a result there were not enough different colors for the ballots so one candidate was represented by a cow, another by an ax, etc. Millions in India cannot read and write, hence they get their information by the ear not the eye.

According to the latest available figures¹ but 12½ million students are enrolled in recognized educational institutions in India. In other words, only 7.44% of the male population and 2.09% of the female population are attending recognized schools. An additional 681,094 attend private or unrecognized institutions.

The primary schools are under the supervision of local boards and municipalities. Within recent years eight provincial legislatures have passed Primary Education Acts that authorize, by local option, the introduction of compulsory education. Today 157 urban centers and 3,384 rural areas have compulsory education.

The age limit is usually from 6 to 10 years. Certain classes and communities are exempt from the requirements of the law. Even in the Punjab where

compulsory education has made the most advance, it is not applied to girls.

Poverty is, almost without exception, the cause assigned to the failure of the local boards to enforce compulsory attendance. It is almost impossible for anyone who has not been in India to realize the sheer ignorance and the unbelievable poverty of the masses. India has the lowest living standard in the world—a living standard one-thirtieth our own.

Middle schools are either English or vernacular. There are 3,939 of the former and 5,744 of the latter. India has only 2,998 high schools. All of the students both in the primary and the secondary grades are educated with one main objective in mind, namely, preparation for the university. The biggest need of India's educational system today is for more practical training. India needs vocational education.

There are a number of important medical, engineering and agricultural colleges, as well as schools where technical training is given. But there is a tendency for the students of India to be more interested in a general and theoretical education than in a technical and vocational training. Many of the technical schools and agricultural colleges are neglected in favor of less practical forms of education.

This situation is in no small measure directly traceable to the caste system which elevates the learned professions and debases the useful trades. Most Hindu castes are based on occu-

pations and professions. The higher castes are represented by professions such as law, the priesthood and commerce which require education; while those people who perform the menial tasks comprise the lower castes.

At present the use of the vernacular both as the medium of instruction and examination is slowly spreading throughout India. As a result classes frequently have to be divided into a number of different language groups. Such a division necessitates additional expense. It shows the need of developing a common language for at least the individual province.

ANOTHER problem facing the educational system of India is the development of health inspection. Because of lack of adequate funds, and lack of interest on the part of the parents, little has been accomplished in the way of medical care of the students. India has an average expectation of life of 23 years.

There are 18 universities in the country. The oldest—the University of Calcutta—was established in 1857. Today it is the largest in the world. Including the affiliated colleges it has an enrollment of 30,000. This year 28,000 took the matriculation examinations. The law college and the graduate school have the heaviest registrations. The average Hindu parent would rather have his son become a struggling lawyer than the head of a large tannery or a successful laundry.

The educational system of India is co-educational only to the tenth year. Beyond the tenth year the women students are segregated from the men.

I was interested as I walked the length of the university library to see approximately 100 men busy studying. But there were only two women in the entire room and they were apart at a table by themselves.

The purdah system and the custom of child marriage have in the past prevented the education of women. According to the 1931 census figures only 4,169,036 females above the age of ten years can read and write. This means that only two women in every 100 are literate. Furthermore, the literacy per cent for women over 20 years of age remains constant at the low figure of 2%, while that for men increases from 12 to 17%. This is further proof of the fact that child marriages remove the girls of India permanently from school.

In 1927 the first All-India Women's Educational Conference was held. It was soon realized that educational reform must go hand in hand with social reform. Today all over India we find the women organized into regional conferences. They are demanding the extension of educational facilities for

A Vitalized Commencement

AN EFFECTIVE graduation program for 1938 is facilitated by the highly praiseworthy packet published and distributed by National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Lyle W. Ashby, assistant director, division of publications there, states that the new packet contains the manual of 64 pages; a 16-page feature on the Social-Economic Goals of America; a 12-page pageant on the Constitution; and a splendid bibliography on the high school graduation program; price, 50 cents per packet.

1. Indian Year Book, 1936-37. Figures are for the year 1933-34.

Dr. Jessie Graham, assistant supervisor of commercial education, Los Angeles City Schools, is an associate editor of National Business Education Quarterly, official publication of N. E. A. Department of Business Education. This admirable professional magazine is now in its sixth volume.

* * *

Art Teachers to Meet in Long Beach

AT a recent meeting, the State Board of Education passed the following resolution of interest to all teachers of art:

"The State Board of Education, recognizing the activities of the Pacific Arts Association as of vital educational importance to the advancement of art education in the public elementary and secondary schools and in institutions for the professional education of teachers, officially sponsors the Annual Meeting, to be held in Long Beach, March 31 to April 2.

"The State Board of Education recommends that local governing boards of school districts authorize the attendance, in the school systems under their jurisdiction, of those general elementary and secondary teachers, supervisors and special teachers of art who will profit by participation in the deliberations of the meeting and through opportunity to observe demonstrations of art techniques by master craftsmen."

Dr. Walter F. Dexter, State Superintendent of Public Instruction, has brought this resolution to the attention of school administrators throughout the state asking their cooperation in securing representative attendance from every school system in California at the Pacific Arts Conference.

Modern schools are rapidly accepting the belief that education comes through self-expression; growth occurs only as the individual expresses latent capacities and aptitudes and reacts to his environment in terms of these. Progressive schools are distinguished by their insistence upon activities that create rather than reproduce experience.

Consciously striving to exemplify that point of view, the conference will give little evidence of stereotype art exhibits but will demonstrate art as a process rather than art as a product.

The creative dance, drama, and stagecraft will receive equal attention with the fine arts on the program. All teachers of arts and crafts will be interested in the demonstrations by master craftsmen arranged for the Saturday afternoon program. The great municipal auditorium of Long Beach will provide adequate space for the hundreds of classroom teachers who will wish to witness "art in the making."

Art's new place in education makes it a part of every phase of education. No genuine art can be separated from the needs of every-day living. Miss Shirley Poore, president, Pacific Arts Association, has undertaken the preparation of a program which no teacher of children or young people can afford to miss. The appeal in the program is definitely to the general school worker, school administrator, supervisor, elementary and secondary teacher, rather than to the specialist in art. — *Helen Heffernan, State Department of Education, Sacramento.*

RETIREMENT AND TENURE

RETIREMENT AND TENURE AT AGE 65

Alfred E. Lentz, Legal Advisor, California Teachers Association

ALL the readers of Sierra Educational News are undoubtedly familiar with the provisions of School Code section 5.505, which was enacted in 1935. This section is commonly and erroneously referred to as the "65-year retirement law." There are, however, some aspects of the application of the section which may be of interest, and it is the purpose of this article to explain the operation and application of the section.

The section is hereby reprinted in full, so that the reader may follow the explanation given:

"School Code section 5.505. Excepting in districts

situated within, partly within, or coterminous with the boundaries of a city, or city and county, where the charter, if any, of such city, or city and county provides an age at which employees, including certificated employees of such districts, shall be retired, when a permanent employee reaches the age of 65 years, or if a permanent employee has reached the age of sixty-five years, the permanent classification of such employee shall cease and thereafter employment shall be from year to year at the discretion of the governing board; provided that any certificated employee who is not reemployed under the provisions of this section, and who has not completed the requirements for full retirement salary, shall be deemed to have been retired on account of physical disability within the meaning of the provisions of this Code, relating to retirement of certificated employees of school districts. Provided that the effective date of this section shall be September 1, 1937."

The certificated employees of the San Francisco Unified School District are the
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PHYSICAL EDUCATION

CHARACTER DEVELOPMENT THROUGH PHYSICAL EDUCATION

Walter L. Scott, Supervisor of Physical Education, Director Municipal and School Recreation, Long Beach

WHEN Federal authorities state that 19 is the peak criminal age in America today, we who work with youth are reminded of our responsibilities in leadership. We are told that institutions of correction in many states, including our own state of California, are crowded to overflowing.

Joseph Scott, while president of the Community Chest in Los Angeles County in 1934, stated that delinquency of boys and girls in that county alone cost the taxpayers \$581,000 a year and that California was spending \$32,000,000 a year to care for criminals.

Two hundred thousand boys and girls are arrested and called before courts annually in our country. Over 29,000 are actually to be found in institutions for correction today. Over 60,000 young people under 21 years of age go to jails, work houses, reformatories and penitentiaries annually.

J. Edgar Hoover says that 17% of our crimes are being committed by persons of less than voting age. No wonder the total annual crime bill in this country amounts to the staggering sum of \$10,000,000,000!

In an exhaustive Los Angeles County survey completed recently when 10,000 cases were studied, it was found that 17 was the peak age for juvenile delinquents. It was also discovered that 41%

of these offenders had I. Q.'s between 90 and 109, while 28% of those retarded in school had committed offenses. It was also significant that 81% of all offenses were committed at night.

What are American citizens and American institutions going to do to remedy this appalling situation? What can we, as individuals, do to obliterate this black blotch from the records of our civilization?

It is generally conceded that the best approach to the whole problem of crime is in a program of prevention in which school, church, public recreation center and other organizations positively influence the individual and the home.

Juvenile crime is often recognized as the love of fun "gone wrong." Bad gangs can have their interests diverted until they become good basketball teams. In one community in the east side foreign district of Los Angeles, the All-Nations Foundation Boys Club succeeded in reducing juvenile delinquency 85% in the course of three years.

Physical education class activities, the intramural and interscholastic athletic programs with special emphasis upon night-lighted areas—all these must be well organized and actively promoted in all our communities, if an adequate

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STANDARDS FOR TEACHERS

THE RESPONSIBILITY OF A PROFESSION FOR ITS STANDARDS OF ADMISSION*

*Evelyn A. Clement, Chief of Division of Teacher Training and Certification,
State Department of Education, Sacramento*

IN judging any profession two criteria are uniformly applied: is there an organized body of knowledge; are there entrance requirements which are invariably demanded? Assuming that there is a growing body of knowledge, and that from psychology, biology, sociology, and mathematics, a science of education is being evolved, this paper directs an inquiry as to the extent to which the teaching body in California reaches the status of a profession in regard to its standards for admission.

It is now a commonplace of California history that provision for the education of teachers was made neither in the constitutional convention of 1849 nor in the first legislature, a condition discerned and deplored both by state and by county superintendents of schools. In spite of their demands for organized teacher education in a normal school and in a state university, nothing was accomplished until the teachers themselves awoke to the need.

In the state teachers convention of 1861 the question was discussed and a committee was appointed to study the problem of establishing a state normal school. As part of its report, the committee formulated a philosophy of education which could become effective only through the education of teachers in institutions under state control.

So successful were the efforts of the teaching group that the legislature provided a normal school which opened in San Francisco the following year. This institution became the typical training-school during the pioneer period and for nearly thirty years provided for the state the only organized program of teacher education.

Again it was the teaching body which later urged upon the state university the necessity of preparing teachers for the rapidly developing high schools. As

early as 1870 the National Education Association recommended for each state a program of teacher education, headed by its state university, which should organize a faculty or school of education. This proposal of the N. E. A. was later incorporated into the program of the association of California teachers, but it was not until 1889 that the university accepted its responsibility, and then only after the teachers themselves urged the establishment of a professorship in the science of education with a special course of study for teachers.

Multiplicity of Credentials

Although the teachers themselves were thus instrumental in launching the first programs of teacher preparation, there has been a growing tendency for them to lose sight of what is happening in the field of teacher education, to ignore or view with indifference the system by which entrants into their ranks are trained and certificated.

One of the most serious problems facing the teaching group and especially the school administrators, is the great number of credentials provided by the State Board of Education. Changing social conditions have demanded curriculum adjustments, which in turn have necessitated modification of certification requirements, while emergency measures have tended to crystallize into fixed practice.

The resulting system of certification indicates little evidence of educational planning. At present, besides the 5 general credentials authorizing the teaching of all subjects in the kindergarten, elementary school, junior high school, high school, and junior college, 7 credentials are provided for administration and supervision, 20 for teaching special subjects, 11 for adult education, 2 for supervision of attendance, 2 for research and counseling, 5 for school health workers, one for school business managers, and 6 for school custodians—a total of 59 credentials.

It is important, and even necessary, that certification be provided for specific activities, and the teaching body

must be assured that entrants into their ranks are prepared for their work. In this connection, the blanket authorization of the general secondary credential and the highly specialized service provided for by special credentials need careful study.

The general secondary credential, which was provided half a century ago, was effective at a time when the high school curriculum consisted of college preparatory work, and when college graduates came back into the schools after having completed a general liberal arts training in preparation for teaching regular high school subjects. But for the great number of subjects now offered in public high schools, teachers need preparation at least within broad subject fields.

The general secondary credential, however, is greatly desired by teachers as offering them ease of placement. Also, administrators, especially in small schools, look with favor upon teachers holding the general secondary credential.

But from the standpoint of child welfare, teachers should consider all of the implications of the general secondary credential. For the school year 1935-36, a study was made of the placement of 300 high school teachers holding general secondary credentials. Of the 300, only 154, or 52%, were assigned to teach only those subjects which they had completed as majors or minors in their college courses. Thirty-five, or more than 10%, were assigned to teach a total program of subjects in which they had received no training whatever. The other 111, or about 38%, were assigned to teach, in addition to their majors or minor, one, two, three or four subjects in which they had received no preparation. On the other hand, while 654 new teachers were granted special secondary credentials, only 179 teachers with such credentials were placed in the public schools during the year 1935-36. The great majority of these teachers who were specially prepared for their work on account of narrow specialization were unable to find positions.

BETWEEN the security of the general credential, which gives no assurance that a teacher is prepared for his work, and the technical training of the special credential which is of limited value in placement, the teaching group of the state should find a procedure which will insure to the children qualified teachers, and which will protect the teachers in finding employment.

Consideration could be given first, to a plan of issuing a few basic credentials, and for validating them for special types of teaching or activities, as required training is completed; second, a plan of limiting all credentials to grade levels, and to general broad fields of training in the secondary schools. Such limitations would probably necessitate the issuance of permits for teaching subjects other than those indicated upon

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*Editor's note: This paper was presented by Mrs. Clement at a meeting of California Teachers Association state committee on Classroom Teachers Problems, December 11, 1937, Hotel Biltmore, Los Angeles. By unanimous action, request was made that the paper be published and that C. T. A. create a special committee to study the problems of certification. The committee is now at work.

ORAL ENGLISH

ORAL ENGLISH FOR ELEMENTARY AND SECONDARY SCHOOLS

Emery Stoops, Emerson Junior High School, Los Angeles

SINCE almost all communication is oral, much attention should be given to building language-power through everyday speaking experiences.

This procedure necessitates a shift in emphasis from formal oratory, elocution, and forensics to informal speeches which students make without teacher imposition.

Language-power through life-activities necessarily includes: (1) oral composition, (2) oral interpretation, and (3) preparation and delivery techniques.

Oral Composition

Composition for an oral English program should *promote clear thinking*. To achieve this objective, the teacher should stimulate library research, interview techniques, and the organization of acquired knowledge. To think clearly, the student must be taught the processes of summarizing, classifying, filing, and outlining his information from reading. When data are collected, the student can utilize them in life-situations—conversation, oral appraisal of newspapers and magazines, motion-picture appreciation, radio appreciation, after-dinner speeches, student-body talks, persuasive speeches, telephone conversations, business interviews, social courtesies, announcements, extemporaneous speaking, and audience experience.

Conversation and Discussion. More than 90% of all communication is oral, and nearly all oral communication is conversational in type. Better conversation should be the aim of every oral English class. Vocabulary building, extensive reading, and voice control enrich conversation and must, therefore, thread through every unit. Study of the principles of good conversation should precede exercises. The exercises must never seem stilted; students must be popping to their feet seeking permission to talk. When everyone wants to talk at once, a good technique is to divide the class into groups, with a chairman responsible for reporting conclusions back to the class. Since conversation is a

method to be used in all units, we shall consider possible content.

Oral Appraisal of Newspapers and Magazines. Students are continually bombarded with a deluge of periodicals and must choose among them. Speech students may well compare the various newspapers; study their policies; analyze news values; appraise news sources; discuss editorials; attempt to appreciate the social and economic significance of features and cartoons; and criticize advertisements.

Magazines may be evaluated by comparing types (trade, political, story, home); comparing publications within the general types; examining the kind and character of advertising; making an inventory of general information; developing appreciation for magazine art; and discussing the force and clarity of literary style.

Motion-Picture Appreciation. To integrate the life-experience of students, teachers of oral English can no longer ignore the movies. Appreciation for motion-pictures must begin with the child where he is and direct him toward some accepted standard. The teacher must always remind herself of the student tendency to see pictures condemned by "moral" reviewers and to look upon teacher opinion as mid-Victorian.

The teacher should study movies along with the class and guide students in making their own ratings. During the oral study of movies, students should take field trips to interesting shows; give attention to the speech of good actors; rate films attended; discuss social and moral values of certain films; criticize music and sound effects; study photography as displayed in skilful shots; analyze company advertising; strive to appreciate settings and artistic effects; and study the merits of reviewers.

Radio Appreciation. Students listen to the radio before breakfast, while driving, at the beach, after dinner, at dances, and even at school. They should be taught some appreciation of the social, economic, aesthetic and political aspects of radio. To achieve this appre-

ciation, students study the spoken English of radio; criticize music offered by the several chains; compare various stations; debate the merits and demerits of radio advertising; gain a consumer's knowledge of radio mechanics; and acquaint themselves with radio books and magazines.

After-Dinner Speeches. Since the dinner occasion is becoming increasingly important, students are eager to improve their after-dinner addresses. Learning activities include analysis of model after-dinner speeches; organization of a toastmaster's club; the planning of at least one evening dinner for everyone; and arrangements for speaking engagements at various community clubs.

Student Body Talks. The oral English class is a laboratory for the preparation of student body addresses. These addresses should be prepared only as their need arises. A few of the most common situations are student body assemblies, literary and scientific clubs, athletic teams and organizations, pep rallies, memorial occasions, class day exercises, student government committees, and sales campaigns.

Telephone Conversations. Few people make orations, but everyone uses the telephone. Practice in the method of dialing, giving numbers, calling long distance, giving fire or burglar alarms, and making calls, acquaint lower grade students with this phase of school and community life. Clarity, brevity, pronunciation, enunciation, and courtesy are principles to keep before the student.

Business Interviews. With the amassing of population and the growth of industry, the business interview is increasingly important. The teacher can direct this instruction by pointing out the necessity for clarity and brevity of speech, courtesy, sincerity, tact, neatness, cleanliness, and alertness. Interviews with business men, class analysis of techniques, and dramatized interviews enrich this unit.

Social Courtesies. To employ most of the principles of social courtesy, the teacher can plan for one evening dinner occasion. This calls for after-dinner speeches, introductions, table conversation, telephone arrangements, written invitations, office interviews, announcements, ticket sales, engagements, and dinner etiquette. Such activity does something to adolescents—it stimulates

self-sufficiency and enhances social charm.

Persuasive Speeches. Formal debate and oratory should be minimized except in specialized classes. Informal persuasion—persuading fellow-students, teachers, parents, and friends—is an everyday need, and should be given major emphasis. Students can be trained for both formal and informal persuasion in oratorical contests, intramural debates, yearbook sales, go-out-for football drives, activity book sales, attend-pep-rally campaigns, school-paper subscriptions, and dramatics ticket sales.

Announcements. Though the task is small, an announcement can be a muddle of confusion or an expression of speech art. Students must realize the importance of “who, what, when, where, why,” and know how to combine these elements clearly and concisely. The oral English class should be a training ground for room-to-room announcements, assembly calls, and for athletic or dramatic pep occasions.

Extemporaneous Speaking. The ability to rise and respond to introductions, motions, elections, to engage in repartee, and to proffer toasts is a necessity in a world saturated with organization. The student should be taught quick thinking and mental outlining, which may be done while introductions are being made. The extemporaneous speaker must have a quickly available fund of information and humor upon a wide range of subjects. This type of speaking makes students feel the need for extensive reading and for vocabulary-building.

Audience Experience. Student speakers may address community clubs in order to gain real audience experience. The teacher must ascertain that every speaker sent out is adequately prepared and that his material will not cast reflections upon the school. Service clubs, church societies, fraternal orders, civic forums, and business organizations are eager to welcome students at their meetings.

By following these varied speech activities, the student not only improves his speech but enriches his knowledge and appreciation upon a wide range of subjects.

Oral Interpretation

Content for a unit in oral interpretation of literature should be selected to meet individual student interests. The well-read teacher has literary gems in travel, aviation, humor, adventure, and fiction. The content of oral interpretation may be divided into prose, poetry, and drama.

Prose Reading. Prose reading is the art of translating printed symbols into beautiful, comprehensible speech. The teacher should demonstrate the qualities of emphasis, rate, volume, and inflection. Student interest can be stimulated by calling attention to the literary interpretation of movie stars and radio announcers. It is well to insist that students know the meaning and feel the emotion of a selection before they are permitted to read prose orally. Reading is a fine art; charm in speech and in reading is the strongest element of personality. The teacher

should train students to read the several prose types: description, narration, exposition, argumentation, and humor.

Poetry Reading. Teachers have been so successful in fixating verse phobia in students that the approach to poetry must be subtle. The teacher may well read choice poems to the class for several days, trying to make students feel that the throb of life is poetry. Palm trees swaying in the wind, seasons swinging past, thunder rolling through the clouds, and breakers beating on the shore—all measuring out the rhythm of universal poetry. Then the teacher may train students in suitable reading rate, pitch, and quality, employing emphasis and feeling. Choral reading, reading in class unison, holds possibilities for the interpretation of rhythmical and lyrical types of poetry.

Dramatic Reading. Dramatic reading may well be fused with the oral composition work in movie and radio appreciation. Richness of everyday expression should be the outcome, rather than the development of actors and dramatists. Tell the students that “all the world’s a stage” and that they are dramatizing at home, in class, during interviews, in conversation—in all of living. Voice, facial expression, and movements make friends admire or shun us. The student can better appreciate his varied role in life by interpreting comedies, tragedies, burlesques, melodramas, scenarios, radio plays, dramatic poetry, and dramatic prose.

Preparation and Delivery

The mechanical aspect of oral English instruction is comprised of preparation and delivery. Teachers should stress preparation lest the student feel relatively free from assignment with “only a talk to give tomorrow.” The skills involved in oral English comprise (1) apprehending and organizing thought and (2) conveying thoughts with proper shades of feeling.

Preparation. One goal in preparation should be made clear to the student at all times—to get thought. If the activity is oral composition, preparation involves thought acquisition and organization; if the activity is oral interpretation, preparation involves gleaning thought and feeling from print. Good speeches do not happen; every speech, every reading, every announcement and interview, should be carefully thought out. The teacher can help student preparation by explaining library technique, illustrating outlines, recommending interviews, and instructing students in the use of collected data. Students should learn how to “think consecutively” by means of outlining and subordinating relative thought values. The following seven steps are important in preparation: (1) definition of topic, (2) discovery of sources of data, (3) collection of data, (4) interpretation and classification of data, (5) adaptation to a particular audience, (6) choice of appropriate delivery methods, and (7) thorough acquaintance with speech content and method of delivery.

Delivery. Instruction in delivery techniques should be given in actual speech

situations rather than in delivery drill exercises. Students differ so widely that much of the instruction must be individual direction. It is better to record corrections on a 4 x 6 inch card while the student is speaking than to interrupt. Such cards can be filed as a cumulative record of each student’s progress. The teacher should keep in mind the three elements of student activity during a speech—mental, vocal, and bodily. Mental activity, thinking on one’s feet, can be improved by an informalized classroom, constructive criticism, complete class attention, and student preparation. Vocal activity can be improved by teacher instruction and demonstration in breath control, pronunciation and enunciation, modulation, inflection, rate, tone placement, volume, variety, and smoothness. The teacher can improve student delivery by encouraging any bodily movements which add to the thought, and by discouraging all movements which detract from the thought.

Results of the Program

Succinctly, preparation and delivery techniques are only the means to enrich oral expression; likewise, oral expression is the means to harmonious, integrated living.

When elementary and secondary students grow in language power, they also grow in personality adjustment. The speech class offers expression for the whole range of human experience: history, music, hobbies, art, literature, and science. With the emphasis upon informal speaking, students improve those speech types which are most essential in school and community living.

* * * *

The American Observer, now in its seventh volume, a weekly review of social thought and action, is published by Civic Education Service, 744 Jackson Place, Washington, D. C. The editorial board comprises, —Walter E. Myer, editor; Paul D. Miller, associate editor; Charles A. Beard; Fred J. Kelly; Harold G. Moulton; David S. Muzzey.

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School Business Management

SCHOOL Business Management, official publication of Public School Business Officials Association of the State of California, has headquarters at Compton Junior College Press, 601 South Acacia Street, Compton, where it is printed. Al P. Mattier, business manager, Compton Secondary Schools, is managing editor.

Officers of the state association are: president, J. A. Ormond, secretary, San Francisco Board of Education; first vice-president, S. C. Joyner, assistant business manager, Los Angeles City Schools; second vice-president, Don B. Rice, business manager, Oakland Public Schools; treasurer, Fred Collins, business manager, Whittier, California; secretary, William H. Cox, Jr., financial secretary, Alameda Public Schools.

PUBLIC SCHOOLS WEEK

HOW DOES YOUR SCHOOL PLAN TO OBSERVE PUBLIC SCHOOLS WEEK? THESE SUGGESTIONS MAY PROVE HELPFUL IN THE OUTLINING OF A PROGRAM FOR YOUR COMMUNITY THIS YEAR

Joseph Burton Vasche, Oakdale Union High School, Stanislaus County

ANNUAL observance of Public Schools Week, April 25-30, 1938, again calls for the coordinated efforts of all California school people in interpreting the public schools to the citizenry.

In every community of the state fraternal and community groups meet with representative teacher committees and together, for what is usually the only occasion during the year, attentions of all groups are focused upon the purposes and work of the elementary and secondary schools. The educator, naturally, is closer to the scene of action, and much of the specific responsibility for planning the 19th annual observance of Public Schools Week is his.

An initial step in every school system must be the selection as committee members those teachers who by their interests and abilities are best qualified to outline and guide the school's part in this community program. A working committee of capable faculty and student members can do much to increase the effectiveness of the entire program, and by all means should be selected by the administrative officer far in advance of the time set for the observance. Given ample time and good leadership, such a committee within the school can contribute much toward success of the entire community observance.

In the average community, observance of Public Schools Week assumes the form of an evening program in the high school auditorium, with local fraternal, civic, and school groups combining efforts for a well-rounded program, including exhibits and demonstrations of class work, entertainment numbers presented by dramatic and music students, an invited outside speaker usually a college professor or a school superintendent who discusses some phase of public education, and open-house in all school departments.

Some schools modify this procedure slightly, having an all-day program. In the morning, perhaps a general assembly is held at which students and citi-

zens are both in attendance—an assembly featuring music and entertainment numbers, words of greeting and announcements, and an invited outside or a group of student speakers. After the assembly regular school schedule follows, with classes open for visitations by parents and friends of the school. A noon luncheon closes the morning's activities.

In the afternoon, class visitations continue, supplemented by judging of livestock exhibits of F. F. A. boys, and athletic contests. The evening program, like the one above, is outlined so as to provide every layman of the community with an opportunity to learn of the aims and work of Education Today by listening to the evening speaker, and then to see how his schools are functioning by viewing the exhibits and demonstrations.

Some school committees take advantage of the various available channels of publicity for providing citizens with information regarding their schools.

The community newspaper represents one of the best channels for dissemination of publicity in connection with Public Schools Week. Brief articles prepared by students or faculty members might be issued to the local newspaper for several weeks prior to the observance. This practice is followed in many communities. Some community newspapers arrange the program in two-column box form, and place it in the center of the front page the issue of that week.

ONE school, Orestimba Union High School, Newman, Stanislaus county, Oliver E. Brown, principal, each year issues a four-page Public Schools Week supplement of the local weekly newspaper. Page one of the supplement last year featured a two-column program of the Open House Reception and Observance of Public Schools Week which presented a detailed schedule of the

various activities included in the observance. An article by the principal, "Training for a Changing Social Order Theme for Schools Week," had a double-column streamer on the left-side of the page, while an article by the clerk of the board of trustees, "Board Members Consider Community Needs in Program," was set up in the same manner on the right side of the page.

Other front-page articles included "Function of Public Education in Society," by J. A. Sexson, president, California Teachers Association, "Visual Education Public School's Modern Need," by John J. Allen, president, California School Trustees Association, a resume of exhibits on display in each of the departments of the school, and shorter articles upon each of the class groups, written by class representatives. An article contributed by Dr. Walter Dexter, state superintendent of public instruction, was featured in the main news section of the paper.

Editorials and Articles

Page two included a two-column editorial upon California Public Schools Week, written by Florence C. Porter, member, State Board of Education; a list of cash prizes to be awarded in Future Farmers agricultural show, which was part of the Orestimba Public Schools Week program; and 15 articles upon the various school departments, written by department heads, and each bearing the name of its author.

Page three presented another two-column editorial, "Diversified Education"; brief descriptions of the work of twelve leading student organizations of the school, each written by a student member; and an alumni directory listing the names, years of graduation, and present occupations of various graduates.

Page four of the supplement was contributed by 31 friends of the school and was headed "The community recognizes the value of public schools," and followed by this statement:

"The school report for the semester is excellent. The parents are delighted and well they should be, for they know, as we know, that good school reports today mean good citizens tomorrow. Good teachers and good equipment are essential for their development. We recognize the value of our public schools. They are training our youngsters to be capable, competent, worthwhile men and women, loyal to the ideals and precepts of an American democracy. The work is well-done and we appreciate that fact."

Additional newspaper possibilities include a special issue of the student newspaper devoted to the theme of Public Schools Week, and distributed to patrons of the school, the night of the program. In smaller schools, where a printed newspaper is not published, a special mimeographed edition might easily be prepared, and distributed the same as the special issue of the regular student newspaper.

The school may desire to prepare copies of the observance program in mimeograph

form, along with facts of interest to parents, and send them home by students, along with invitations to all fathers and mothers to visit school during the week. Such a communication can be prepared at a nominal cost, and yet create much goodwill between the school and the home.

One school, Oakdale Union Elementary, for many years has encouraged universal parent attendance at the Friday evening program, by awarding a trophy to the class which has the most parents in the audience. The cup, donated by the local lodge, is appropriately engraved, and left with the winning class until the next year.

Schools which have access to time upon local radio stations may find a series of student-faculty broadcasts a valuable publicity supplement in connection with Public Schools Week. One program a day, for each day in the week of the observance, each devoted to another phase of the school's work, should bring lay listeners much sound information. Some reports could summarize or demonstrate work of the various classes, how the school is financed, facts of interest regarding public education, and similar materials. The committee, further, may find the local station willing to make brief educational announcements between regular programs throughout the entire week. A conference with the station manager will inform the committee as to how extensive the radio publicity program might be.

An effective program of student-faculty appearances before local community groups should be planned as an important part of the observance. Service clubs, lodges, churches, and civic organizations should be

asked if they would welcome a program given by school talent during the time of Public Schools Week. Speaking, music, dramatics, and other demonstrations of student work can accomplish much as components of such community programs. The working committee should be most careful in outlining programs of this type, and be certain that basic educational objectives guide the selection and presentation of all materials for programs given before community groups.

Churches may be willing to inaugurate Public Schools Week in your community, by devoting the services of the preceding Sunday to the theme of the observance. Committee contact with ministers will determine the extent to which these possibilities exist within your community.

SEVERAL sources may be consulted by administrators and teachers in developing this year's program. Publications of California State Department of Education, California Teachers Association, California Congress of Parents and Teachers, and National Education Association, contain materials worthy of use in organizing publicity and planning activities. Materials issued by National Education Association for American Education Week (November) may be easily adapted for California schools.

A survey of journals issued by these various professional organizations within the past two or three years should give every school many fine suggestions for making the 19th annual observance of Public Schools Week the most effective ever undertaken.

not expect his faculty to change overnight, their educational viewpoint and methods of teaching.

For this reason I decided that it would be easier and more practical to make the change in my school by working with a few teachers rather than with the entire faculty. This is a more democratic method of procedure and will result in the more permanent and sincere teacher growth. No teacher compulsion should be used. Simply permit the desire and enthusiasm to spread from the few interested teachers to the rest of the faculty.

A traditional teacher who cannot be thoroughly sold on the progressive movement should not be forced to change to the progressive program. Good traditional teaching is better than poor progressive teaching.

We learned that some very progressive work was being done in a neighboring school system. I called for three teachers to volunteer to visit this school and make a careful study of their type of work. A third grade teacher, a fourth grade teacher, and a fifth grade teacher, were selected to make the study.

On our first visit we spent the entire day visiting the school as a whole instead of visiting certain grades. We were anxious to learn just how the activity program was carried on throughout the entire school. We found some splendid activity unit work in progress throughout the school system. The work was well-organized and correlated from the kindergarten through the sixth grade.

On our return home each of the three teachers, including the principal, was asked to do a lot of reading and studying so as to gain a new philosophy of education and to learn all that they could about the unit activity program.

After about three months study each of the three teachers was asked to write a unit-of-work for her grade. We then made a second visit to our neighboring school. This time each teacher visited only the grade which she was teaching. She observed very carefully just how the program was carried on throughout the day.

During the last part of the spring semester each of these three teachers was asked to run their unit as a demon-

WE GO PROGRESSIVE

HOW TO CHANGE A TRADITIONAL SCHOOL INTO A PROGRESSIVE ONE

Melvin E. Bowman, Principal, Franklin Elementary School, Santa Barbara

HOW change a traditional school into a progressive school, is a question that is confronting many school principals today. Three years ago, after doing much reading on the subject of progressive education and attending several progressive education conventions, I was thoroughly convinced that I should change my more or less traditional school into a progressive school.

How this was to be accomplished was the big problem. This I had not learned from my reading or from the conventions which I attended.

No school can be more progressive than its principal. Therefore, the first step to be taken in adopting the progressive type of program is for the prin-

cipal to become conscious of a real need for a change in the type of his school program and to have a real desire to make his school more progressive.

The principal must thoroughly understand the new educational philosophy underlying the progressive movement, before he can proceed to make the change. He must recognize that the advancement in his school will be primarily a teacher-development problem.

Teachers must be brought to understand the desires, aims, and objectives of the principal. This must be done through the democratic process of education rather than through demands from the office. This must necessarily be a long-time program. A principal can

stration class for the other teachers of our school.

It was made clear to the other teachers of the building, that if they were interested in the new work and cared to visit either or all three of the demonstration rooms, they could do so by asking the principal to teach their class while they were visiting.

All of the 22 teachers of the building, except 6, were enough interested in the work to visit the demonstration rooms one or more times. Some of the teachers were much more interested in the work than the others, and visited the demonstration rooms several times.

DURING the next six months the entire faculty was asked to do as much reading as possible on the activity work and on the new philosophy of education. Such books as the following were suggested: *Culture in Education in America*, Rugg; *Modern Educational Theories*, Bode; *Social Foundations of Education*, Counts; *The Teacher in the New School*, Porter; *Educational Psychology*, Sandiford; *Source-book of Philosophy*, Kilpatrick; *Technique of Progressive Teaching*, Melvin; *The Activity Program*, Melvin; *Teacher's Guide-book to the Activity Program*, Dewey; *Social Studies in the Primary Grades*, Storm; and *Educative Experiences through Activity Units*, Clouser.

It is essential that each teacher realize that the activity program is not just another educational fad. Behind the activity program is a tenable and worth-while philosophy of education which is at once the source and the corrective of our procedures.

It cannot be emphasized too much that an activity program must yield definite worth-while and tangible results. It is the teacher's job to see that these are attained, first, through careful planning and second, by constant checking of the pupil's progress.

Activity merely for activity's sake is very undesirable. The teacher must evaluate the worth of the activity, before the child participates. The teacher must keep in mind the environment of the child, his continuous growth, his age level, the desired educational goals, and the philosophy underlying the educational program.

After the teachers had done this reading and we had spent several building meetings discussing the subject, we more or less agreed on a philosophy of education of which the following is a brief summary:

Our Educational Philosophy

In the past we have held rather consistently to a concept of life as final and fixed, or more recently, as changing according to some predetermined and mechanistic pattern. This philosophy colored our human behavior in a fundamental manner. If

things were static or fixed in advance then human knowledge could not improve our lot.

Our new philosophy of life is in harmony with our increased and increasing insight into the nature of the physical universe, the biological universe, and of the human society. We now recognize change in fundamental aspects of life as normal. We no longer think of this change as the unfolding of a pre-arrangement of a mechanistic universe; rather relativity has become a way of thinking and man senses the possibility of directing this change in the future.

Out of this newer philosophy we develop the concept of experimentalism or the method of trying out that plan which seems best for facilitating and directing change according to human needs and desires.

Education has moved with the rest of the great social functions to accept this philosophy of experimentalism. Education attempts to lay a framework of those values which are deemed desirable and possible and then construct educational activities which will eventuate in the goals selected. This implies that our educational procedures are derived organically out of the needs of the society and the individual of this day and age. This further implies continual experimentation and change in an attempt to bring in each successive era, an individual and a social group more perfectly adjusted.

The philosophy of experimentalism attaches great importance to freedom for purposive activity on the part of each individual. It also emphasizes the dynamic and creative nature of education for the individual and for society.

The school should be an institution which affords individuals the opportunity to participate in experiences which lead them into an understanding and an appreciation of the life about them. The finished product of the school should be an integrated personality; an adjusted life.

The Purpose of Education

The purpose of education should be to educate the child to understand his relationship to his environment, and in this way better prepare him to live his own life. Knowledge is more or less useless unless it is used in making adjustments to one's environment.

Stress in education today should be creative, not acquisitive. Not how much does the child store up in facts, but how much can the school develop his potential abilities. Modern education is an active, not a passive process. Children are to participate, not merely to listen.

Education is that reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to add to the course of subsequent experience. Education in the elementary field should be based on child experience, experience not only in the physical sense,

but in the intellectual and emotional sense as well. Education should be a process of adjusting the individual to the world in which he lives by a well-balanced program of living. Education is life, which is a preparation for life. A true educational experience is organic in nature.

The school curriculum should be made up of individual and group experiences which grow out of the interests and needs of the children and which utilize subject matter only as it contributes to them. The curriculum should be adapted to the needs of the child. Subject matter should be regarded as a means to an end, not as an end in itself.

Learning is not a passive, memory process; it is a dynamic, assimilative process. Learning takes place best under those stimulating conditions of real life in which the child participates in activities, which he helps to initiate and for which he himself can see a need. Children are essentially and fundamentally dynamic. The school itself should be children living. It should not be a series of unrelated and inactive children.

MOST of the teachers in the building were now ready and anxious to write and run a unit for their own classes. It was agreed that before a teacher could take up activity work with her pupils she must write out her unit in detail and hand it to the principal for his O. K. The main purpose of this was to make sure that each teacher had her work well-organized and that she was well-versed on the subject of her unit before she started the work with her pupils. The pupils need not know that the teacher has the unit written out. She develops the unit again with the class as though it were all new material to her, permitting each child to have a definite part in developing the unit, so that when the unit is completed, the entire class feels that it is their work.

We agree to use the following outline in writing our units:

- I.—General Objectives.
- II.—Overview of the Unit.
- III.—Specific Objectives.
- IV.—Suggested Approaches.
- V.—Learning Experiences:

1. Problem Solving (the purpose is to solve problems, to clear up some intellectual difficulty).
2. Producer's (the purpose is to produce something, to make something).
3. Consumer's (the purpose is to enjoy, consume, appreciate, to use, to play with).
4. Techniques (specific learning or drills, Arithmetic, English, etc.).

(The learning outcomes are set up opposite each of these learning experiences).

- VI.—Suggested Culminations.
- VII.—Children's Bibliography.
- VIII.—Teacher's Bibliography.

As a working-basis we agreed to accept the following definitions:

An activity is any worthwhile experience which meets the interests and needs of the children and leads to desirable outcomes. An experience in this sense may be either

physical, intellectual, or emotional, or a combination of these attributes.

A project is a whole-hearted purposeful activity. Many activities make up a unit-of-work.

A UNIT-OF-WORK is a type of organization of learning experience.

The teacher should be guided by the following standards in evaluating any activity-unit:

1. The activity should be related to the child's life; it should cover subject matter growing out of and close to the child's experiences and interests.
2. The group as a whole should have a strong desire to launch the unit and to carry it to completion.
3. The unit should not be so difficult that some of the group will fail in accomplishment.
4. The unit should cover a period of time long enough to insure that a series of endeavors and explorations are involved in it.
5. The unit should offer opportunities for all types of activity as physical, intellectual, emotional, spiritual, aesthetic, etc.
6. A given unit should not be used if there is not sufficient reading material available to put in the hands of the children.
7. The succession of units should emphasize different fields of interest, as science, geography, history, nature study, community life, etc.
8. A unit should have "leading-on-ness." It has been a poor choice if, when it is completed, the children do not ask to go on with this or that phase of the topic.
9. The unit should be rich in social meanings, leading to understanding of our institutions, and cultural heritage as schools, theatre, opera, literature, science, music, art, etc.
10. The unit should provide for the growth of skills for which schools were primarily established—reading, writing, spelling.
11. The unit should lead to the development of desirable habits and attitudes and appreciations.

THE teachers decided upon the following organization or management of the activity work. The class was to be divided into four or six committees, depending upon the size of the class. Each committee was to elect its own chairman, who was to be responsible for having books and materials and supplies of all kinds ready for his committee each day. The class was to elect a general chairman, who was to have charge during report periods and during general class discussions. Each committee was to select a phase or main topic of the unit upon which it was to work. About half of the committees were

to be study groups and the rest were to do physical activity. The study groups and the activity groups were to alternate every other day.

The period for the unit activity work was to be an hour per day for the first and second grades, and an hour and a half per day for the third to sixth grades inclusive. The last twenty or thirty minutes of the period was to be used for evaluation and report period. The committees who had been doing physical activity would have their work evaluated by the whole class. Then the study committees would report to the class on what they had learned about their topics from their research work. Any member of the class could ask any question, relating to the topic, from the group reporting. This would lead to general class discussion.

Integration With Activities

Each teacher was to integrate the regular classroom subjects with the activity work as much as possible. The unit work must take care of the history and geography and a part of the art. The other subjects were to be taught during the rest of the day as drill subjects. That is, we were to teach arithmetic as arithmetic; language as language, etc. Our activity work was to be used to motivate the regular subjects when possible.

Each teacher was to check the results of her activity work by her own oral and written tests as often as she felt the need. The class was to be given standard tests at certain intervals.

Each teacher was to run two or three units of work during the semester, depending upon the grade and upon the type of unit. Each unit was to be completed with a culmination, which was to be a general review of the work accomplished during the unit. Parents of the pupils in the class were to be invited to this program. The program was to be held in the classroom and not in the auditorium.

After experimenting with this unit activity work for two years and a half, I have made the following conclusions:

1. The children are much more interested in the activity type of work. We even have to drive them out of the building at the close of the day.
2. The child gets development in self-expression, initiative, self-reliance, responsibility, co-operation, attitudes and appreciations, which he did not get in the traditional school.
3. The teachers are much more interested in the activity type of work, although it is much harder than the traditional teaching. All of the teachers in the building, except two, have done two or more successful units of work.
4. The parents are much more interested in the activity program. Far more parents have visited our school since we have been doing activity work than ever visited before. As high as 75% of our parents attend our culminations.

Allied Youth in California

W. ROY BREG, executive secretary of Allied Youth, Inc., National Education Association Building, Washington, D. C., has announced the appointment of Mrs. Helen Orsborn, South Pasadena High School, South Pasadena, as the representative of the national organization in Southern California.

Mrs. Orsborn is a member of the faculty of South Pasadena High School and has been the effective sponsor of the Allied Youth Post organized in that school in 1935. This Post numbers over 300 active members and is the largest club in the school. The Post has clearly demonstrated the possibilities of Allied Youth in the field of alcohol education, emphasizing the voluntary interest of young people in a study of the scientific phases of the question and the importance of social occasions which are free from alcoholic beverages. Mrs. Orsborn stands ready to give help to every high school in the state, and inquiries may be directed to her or to Mr. Breg.

Mr. Breg spent more than two weeks in California in December, speaking in high schools in Redlands, San Bernardino, Colton, Bonita Union High School, La Verne, Moorpark, Santa Paula, Simi, Ventura Junior College, Palo Alto, Van Nuys, Sequoia Union High School, Redwood City, and Alhambra. He also attended the C. T. A. meeting in Los Angeles and had a number of conferences at that meeting, and in other parts of the state.

Allied Youth is a non-sectarian, non-partisan, non-political, youth-led, youth-inspired movement supporting the platform: "We stand for the liberation through education of the individual and society from the handicaps of beverage alcohol."

* * *

State Pays 58 Per Cent of School Costs

C. F. Muncy, State Department of Education, Sacramento

IN 1933, the people of California by constitutional amendment required the state to assume a larger portion of the cost of the public schools. This fundamental change was accomplished by discontinuing county elementary and county high school taxes and replacing them with the state retail sales tax.

This significant trend can best be illustrated by data for the 6-year fiscal period, 1930-36. In 1930, state school apportionments equaled only 21% of the current school costs. They increased gradually in 1931 to 23% and again in 1932 to 27%.

The effect of the constitutional change was first noticed in 1933 when the state provided funds which equaled 63.5% of current school costs. During the succeeding two years, school district budgets tended to restore depression cuts and thereby slightly reduced the percentages coming from state funds to 62% in 1934 and to 58% in 1936.—Excerpt from P. D. K. Xi Field Chapter Bulletin.

THE NO-FAILURE PROGRAM

EFFECTS OF THE NO-FAILURE PROGRAM ON HIGH SCHOOL AND COLLEGE STANDARDS

Frederick J. Weersing, Professor of Education, University of Southern California, Los Angeles

IT IS generally agreed today that non-promotion, or "failure," followed by repetition of a semester or a year's work, or by withdrawal from school, is not usually the best way of dealing with a pupil who is unable or unwilling to do the work of his "grade" in a satisfactory manner. Several studies have shown that "failing" pupils usually gain more in achievement if permitted to go on with their classes.

It has frequently been observed, moreover, that "failure" has a very unhealthy effect on the pupil's mental hygiene, his personal sense of security in the world, and his fundamental social attitudes—all probably more important than the knowledge and skills he has failed to master.

Finally, it has been pointed out that the presence in our society of a considerable percentage of adults who were "failed" in elementary, high school, or college, has had a very adverse effect on the confidence of the public in the school as an agency either for personal development or for social amelioration.

If we believe in universal free education as the means to a better world, then we can hardly afford to jeopardize its support by making the school a thing of unpleasant memory for any considerable proportion of our people.

As a result of considerations such as the foregoing, it is now common practice to resort to "failure" only rarely, if at all, in dealing with backward pupils, especially at the elementary and junior high school levels. In senior high school and junior college the no-failure policy has not so frequently been openly and officially adopted, but its widespread acceptance at the lower levels has already had a clearly observable effect on practice at the upper levels also.

Certain large school systems, such as Los Angeles and St. Louis, and doubtless some others, frankly permit large numbers of pupils to go through high school without attempting to make them conform to the usual requirements for promotion and graduation. It is true

that in Los Angeles, for the present, such pupils are not given a diploma of graduation at the end of their high school careers, but already a high official of our State Department of Education has pointed out that in law there is no justification for withholding a diploma. Within relatively few years, we shall undoubtedly witness the complete collapse of the present units-of-credit basis for high school graduation as a direct result of the extension of the no-failure policy to upper-grade levels.

The high school diploma will then represent merely a certificate of exposure to certain organized cultural and social influences, so that proficiency for college entrance or for entrance upon a vocation or for advanced vocational training will have to be attested by other methods, possibly a series of "certificates of proficiency" awarded in addition to a diploma of graduation, or on the basis of comprehensive examinations or a variety of aptitude tests combined with detailed records of the pupil's past interests and activities.

One other outcome of the no-failure policy that lies within the realm of things already accomplished is the clear-cut recognition and acceptance of the proposition that there is no real distinction between elementary and secondary "subjects of study." Even ten years ago we were still at the stage of debating, for example, whether certain

forms of arithmetic, and similar elementary "subjects," were acceptable for high school credit. Today there is universal acceptance of the principle that a child should be taught in high school what he needs to learn, even though that be elementary reading, writing, and arithmetic.

In other words, the high school, as a result of the no-failure program, has been made a continuous part of the educational process begun in the elementary school and is being redesigned to meet the educational needs of all pupils of high school age, whatever those needs happen to be. High school teachers can no longer devote themselves to teaching only certain things on a certain level, in the interests of maintaining standards, and blithely "fail" all who do not come up to those standards.

Also Upper Elementary Grades

And what goes for the high school goes for the upper elementary grades, especially in certain eight-four systems where it is still the practice to refuse eighth-grade diplomas to many already over-aged pupils who fall far below the average eighth-grade achievement. Even in the junior colleges the necessity is recognized of accepting certain pupils who are not high school graduates but who have attained an age at which they will draw more profit from other types of experience in association with students of their own maturity than from persisting in the vain attempt to come up to a certain standard of achievement in required high school subjects which they will never be able to master.

Apparently, then, we shall have to look forward to an even more extensive application of the no-failure principle throughout the public school system.

AND yet the problem of standards cannot be overlooked. A recent editorial in the *School Review* (March, 1937) reproduced in full a most thoughtful article on this subject by a writer in the *London Times*. The evidence is clear that standards of achievement have gone down because the average I. Q. of pupils in school has gone down. Mass education has, since 1900 or 1910, brought into the upper grades of the elementary school, and beyond, a con-

Dorothy Aimone is director of Teachers Clipping and Information Bureau, 313 South Locust Street, Sycamore, Illinois, established to provide the busy reader, administrator and teacher with a means of ready access to the confusingly-large number of reports of studies, investigation, research projects and experiments, as well as all professional periodicals in the wide variety of fields in the teaching profession.

The bureau examines the weekly and monthly lists of United States Government publications, as well as publications of state departments of education and university research bureaus.

Each month nearly 500 educational periodicals are critically examined for the particular topic or topics in which the clients are interested.

siderable proportion of the population which under the old plan of failure never got beyond the fourth or fifth grade, and others who were definitely held up at other points along the line and were thus effectively discouraged from entering the high schools, colleges, and universities as they now do. Indeed, the teaching staff itself, it is claimed, has been diluted, probably at all levels, by a certain proportion of academically and culturally inferior persons.

This process has by some been condoned as an inevitable result of the popularization of our educational institutions demanded in the interests of democracy. Others, with perhaps more regard for the quality of our democracy, have combated this tendency as a definite educational evil. California, for example, is one of only a few remaining states in which the state universities practice selective admission of only the upper levels of high school graduates.

But witness the enormous pressure in this state for the establishment of additional state colleges with more flexible standards of admission!

Note the hundreds of persons with an insufficient number of "recommended units" to meet California requirements who are annually forced to attend institutions in neighboring states!

Growth of Junior Colleges

Note the miraculous growth of junior colleges in a state where non-academically-minded students are barred from standard colleges!

And finally, note the hundreds enrolled in extension departments of universities with hopes of qualifying for regular admission—often studying in the same buildings, with the same professors, but in different classes from those attended by their more gifted high school classmates!

How can secondary and higher institutions maintain standards in the face of a deluge of such proportions? The presence of large numbers of inferior students of these types not only lowers the standard of achievement for all, individually, it is claimed, but brings about a certain stultification of the teaching process itself in that the quality of instruction rapidly degenerates into a sort of "covering the course" by mechanical memorization when a large proportion of the students lack the ability to grasp the larger significance of what is taught.

The most constructive suggestion for dealing with the situation is probably that offered by Suzzalo in many of his writings, namely that a sharp distinction be established in secondary and higher institutions between "general" and "specialized" courses.

General courses are those in which students are educated with a view primarily

toward their own development as human beings and citizens, and standards in such courses should be largely individual. There need be, therefore, no great uniformity of either requirements or achievements. Each student should be led, rather, through a highly individualized organization of class work, to attain the highest standard possible for him under the circumstances. Obviously, in general courses there need be no "failure" except possibly for disciplinary reasons. The group work in such courses should deal largely with general and common aspects of the course of genuine interest to all people. In fact, the emphasis throughout should be on the development of permanent, self-propelling and self-sustained interests in all phases of cultural and civic life. The individual work should vary greatly, both in quantity and quality, according to the ability and general life interest of each student, as stimulated by the group work.

Specialized Vocational Courses

"Specialized" courses, on the other hand, as suggested by Suzzalo, are those in which the aim is primarily that of vocational or professional efficiency as demanded by society. In such courses a strict maintenance of standards according to practical life requirements would be in order. Any student who is unable or unwilling to meet these requirements might with justice be prevented from entering the field and likewise prevented from cluttering up the classes in which specialized preparation is the aim. The selective function of the school would be clearly recognized and high standards could be enforced.

The distinction urged by Suzzalo would undoubtedly go far to avoid the evils now flowing from the no-failure policy. Individualization and adaptation of requirements to fit individual capacities and interests would retrieve all common-school education from deterioration to dead-level mediocrity. Where vocational or professional efficiency is at stake the selective process would begin to operate in the interests of high standards and of commercial or professional utility. Much might be done to save mass education from becoming vulgarized and cheapened as the present indiscriminate non-failure policy is tending to make it.

IN THE meantime, several trends are observable in secondary and higher education in the direction of adjustment to the inundation of sub-average mentality. Fewer but more inclusive courses are being provided with the emphasis on a few broad areas of human culture and civilization in which all persons must share.

"Scope and sequence" are being defined more and more in terms of an increasing participation by each youth in the fundamental activities of every-day life, instead of subjects to be "taken."

The practical and fine arts are slowly coming into their own as the most civilizing

and humanizing activities in which man can engage, bringing out, as Bonser used to insist, all the higher esthetic, intellectual and spiritual potentialities inherent in human nature.

Social and civic awareness and the enlistment of each youth in the cause of social betterment are being recognized more and more as the crowning goal of the whole educational process.

This Is the First Step

These and other current trends in secondary and higher education lead to the conclusion that the no-failure program, rightly administered, is a first step in the setting up of a school in which organized educational experiences are adapted to the pupil in place of the former scheme by which all too often the welfare of the pupil was sacrificed to the system.

With respect to junior college and higher education, the conviction is gradually being reached that sound public policy as well as considerations of democracy demand the provision of some sort of college education for all who demand it. While we have to admit that these developments can occur only as fast as the public is willing to tax itself for them, the opposite point of view, that there is only so much money and no more, is obviously untenable. It is after all a matter of values, a matter of what we wish to spend our money for.

A relatively high level of education has always been a fundamental ideal of democracy.

This ideal is no less attainable than ever before, and will not harm the selectivity of our higher institutions provided we apply the no-failure program only where it should be applied, namely in general, socializing, civilizing education, and apply the selective process in all technical and professional curricula and institutions according to the best interests of society as a whole.

* * *

Elementary Reading List

ELEMENTARY teachers have long wanted an inexpensive reading-list that their pupils themselves could use. Now they have one, a booklet which has the same elements of appeal to the child that modern books have—a pleasing set-up, many full-page illustrations, and color decorations throughout.

Reading for Fun is the engaging title of the list, which is an undertaking of National Council of Teachers of English. (The Council also publishes the well-established high school reading-lists, Home Reading and Leisure Reading.) Miss Eloise Ramsey of Wayne University is chairman of the committee which compiled the elementary list.

Reading for Fun may be obtained from National Council of Teachers of English, 211 West 68th Street, Chicago, for 20 cents a copy; 15 cents each in lots of 10 or more.

TOWARD SELF-EVALUATION

George H. Geyer and Ronald W. Cox, *Westwood Junior-Senior High School, Lassen County*

PLANNING a scheme for evaluation is a situation which every school faces. The problem resolves itself into one of conceiving a system whereby the pupil will be rated in respect to his own growth, and his progress in respect to the objectives of education; which at the same time will provide the teacher and the pupil with a diagnostic tool, and the pupil with a means of self-evaluation; all in a form that is acceptable and understandable to the home.

Before describing the plan* recently adopted at the Westwood Junior-Senior High School, it would be wise to state clearly some beliefs held by the committee which worked on the problem. Through discussion the committee arrived at the formulation of the following principles upon which action for the new plan was based.

1. That the previously used system of evaluation was not accomplishing the ends that were expected of it. That by assigning an arbitrary "letter" designating achievement in subject matter, a stumbling block was often placed in the way of real pupil progress. That by the positive way of marking chosen character traits the pupil was misled to believe that perfection was reached, which in the majority of cases was not true.

2. That the evaluation of any school program is meaningful only as it honestly seeks to appraise the extent to which the goals of that program are attained.

3. That any schemes of appraisal of our objectives will be effective largely to the extent to which they encourage the development of the spirit and techniques of self-appraisal on the part of the individual pupil.

4. That a system of evaluation should as nearly as possible approximate a life situation. When school days are over there will be no periodical assignment of an alphabetical, numerical, or other abstract symbol to designate the extent to which the individual has mastered his job. He will receive no credits or points for his extra-curricular activities—nor will he be apt to receive demerits in most fields of endeavor. Immediate commendation or condemnation for work well or poorly done is likely to be the extent of his experiences in evaluation. In any event, the individual's development is apt

to be conditioned by his ability to take stock of his own progress toward goals, which, by and large, he has set for himself and which have real meaning for him.

5. That a desirable plan of evaluation should provide many intimate conversations with pupils and parents concerning the progress of the individual pupil. Such conversations should be indulged in only when the need arises—when a particularly good piece of work deserves commending, or when problems arise that need immediate attention. That through these intimate contacts, better evaluation should be achieved, diagnostic methods furthered, self-evaluation enhanced, and guidance more easily effected.

6. That the school is neglecting one of its prime responsibilities if it does not more actively help the pupil to desire higher and higher goals and if it does not, in connection with those goals, afford him a more systematic practice in self-evaluation.

With these objectives before them, the committee constructed the following plan, which was accepted by the faculty and put into operation at the beginning of the year:

Each pupil is rated by each of his teachers, every quarter, on a rating-sheet. The pupil participates in the rating and has an opportunity to discuss his individual rating with his teachers. Such a discussion acts as a beginning in the process of self-appraisal. Such a co-

operative procedure encourages an attempt at further development of the chosen traits. A single rating-sheet bearing the ratings of all the teachers is sent home to the parent.

The scale is arranged so that poorly-developed traits are marked near or at the left of the scale; the mark moving to the right as the quality becomes more highly manifest.

It is thought that the development of the listed traits is important to the achievement of a happy, successful life. It is not believed that these traits are the only ones that are desirable. But, rather that they are the most important ones in which the teacher has opportunity to observe the majority of students in the school situation. The traits are meant to reflect some of the more easily appraised objectives of our school. It would seem that they are indeed essential if one is to achieve any sort of real success, even in school.

IT was thought by the committee that the objectives of the school would be furthered if a complete elimination of subject-matter marks was effected. A mark placed upon a piece of work is taken, in a majority of cases, as a teacher's final evaluation of that work. The mark is accepted, with, perhaps the thought of doing better next time. The mark seems to signify to the pupil that "here is what I did—this is what I got—that's that."

With work not marked, but returned with carefully-written suggestions for correction, or commending comments, the pupil will more easily see his faults and set to correct them. There is not the finality that is attached to a marked piece of work.

Doing away with marks would seem to place the emphasis upon the work itself, rather than on a search for a mark. The committee was aware of the sins committed by students in the search for good marks and that awareness prompted them further to discard a system that encouraged such action.

In doing away with marks it was not the idea to create a paradise of classes where requirements are merely to come and sit for the required six years to graduate.

If work is not of an acceptable quality the teacher may require that the

How to Teach

MAJOR difficulties of the classroom teacher are discussed in the book, *How to Teach*, just released by Dr. Claude C. Crawford, professor of education at the University of Southern California.

Written in a popular vein with the idea of being helpful to parents as well as teachers, the 500-page volume features habits, learning, and appreciation.

Dr. Crawford believes that schools in general are too far removed from life; that a good teacher plans courses to include samples from real life and living.

Also released by the Southern California School Book Depository is another volume, *The Problems of Education*, in which Dr. Crawford is a co-author with Dr. Louis P. Thorpe and Dr. Fay Adams, both of the U. S. C. faculty.

Organized around problems to stimulate class discussion, the book offers suggestions for interesting activities for students. Supplemented by biographies, the new text is intended for introductory education.

*The committee that worked on the plan was composed of Mr. Stuart Mitchell, vice-principal; Mrs. M. R. Frodsham, registrar; Miss Genevieve Hogan, dean of girls; Mr. Emery Curtice, dean of boys; Mr. Ellis Nixon, College counselor; Mr. Donald Lund, vocational counselor; Miss Ruth Wilson; Mr. George Geyer, principal and Mr. Ronald Cox, chairman.

course be repeated. A given number of hours acceptably completed will still be required for graduation. The change does not assume a laxness, but rather a shift in emphasis from marks to the objectives of the subject.

In the absence of marks it becomes essential for the teachers to maintain a closer contact with the pupil and the home, telling each of work especially well done, or of work that is not of a satisfactory nature. Communication to the home is generally made by means of a letter, often by phone, and when the opportunity affords, or the matter is urgent, by a personal call. In this way a report can be given that is at once in terms that are diagnostic and remedial, instead of in the form of a cold, hard letter notation, which means little to the teacher, pupil, or parent.

The absence of marks as a means of pupil evaluation assumes the need of other means of knowing the pupil. To meet this need, the central student file is brought more and more into use. In this file is collected a host of materials which show a fuller picture of the pupils' achievement and progress than does a mark. The central file contains the following kinds of data:

1. Copies of the report form just described.
2. Many actual samples of the pupil's work. English papers, social studies reports, mathematical, scientific, art and other work.
3. The results of standard tests in the school subjects about which we are concerned.
4. The results of interviews with students, parents and teachers.
5. Records of attendance and tardiness.
6. Records of student participation in school activities and work activities.
7. Health records.
8. Reports of counseling committee.
9. Copies of letters sent home.

When it becomes time for a student to transfer to another institution, be it a high school or college, a committee of teachers, who have known the pupil and his work, will be gathered together. They shall take out the mass of information which has been collected about him. They shall then and there, in the light of all they know about the pupil, make their judgment regarding his scholastic competence as measured in terms of marks. It is believed that this method is fairer and more true to life than the six-year quest for nine weeks' bunches of marks. It is sure to be eminently fairer to the student who "finds" himself late in his school career and really develops himself.

SUCH is the plan constructed. We are not overly proud of it, recognizing that some of the fallacies connected with subject matter marks are to be found in our rating of school habits. Many of the committee quite frankly regard this rating of school habits as a transitional step between the periodic assignment of school marks, and a time when we shall no longer make a formal report to the home.

We do believe that it is a step that does

further the spirit and technique of self-evaluation; that it takes the emphasis from mark seeking; that it is more truly a measure of attainment in terms of objectives; and that it seeks to stress those qualities which seem important in achieving happiness and success for the individual.

Following is a copy of the rating sheet described above. The first section appears on the front of the printed form when folded; the second section on the back. Inside the printed form appears the last section, which is the rating scale.

First Section

Name of student.....
Grade and Section.....
Core course teacher.....

WESTWOOD JUNIOR-SENIOR HIGH SCHOOL
To Students and Parents:

The faculty of your school considers the rating which is made in this report to be of very great importance for successful living in school and out. Each mark indicates the judgment of one of your teachers. Every effort should be made to develop these qualities to such a degree that all of the marks come to be placed far to the right.

It will be the responsibility of teachers to communicate with the home when students show a probability of failing in work for a marking period. In the absence of any such communication the student is entitled to believe that his work is of an acceptable nature and that he will be given credit for the course.

Students planning on going to college should, at the end of every year, get each of their teachers to file a statement of ability to do college work in the office for them.

The teachers who have made the enclosed ratings will welcome an opportunity to discuss the student's development with parents or guardians. Please call 217 for an appointment.

Signature of Parent or Guardian.

A foolproof system of measuring school programs and pupil progress may someday be discovered. Until that time the responsibility rests upon the school to use all of its resources in conceiving a scheme to appraise the pupil in a way that will further add to his growth and development.

Student's Daily Schedule

Student's Daily Schedule	Teacher
1.....
2.....
3.....
4.....
5.....
6.....

Second Section

We believe that the home and the school should try to give the child the kind of experiences which will help him to develop:

1. A high degree of physical and mental health.
2. Wholesome social relationships.
3. The ability and desire to be of service to the social groups of which he is a member.
4. Knowledge about and a desire for a normal family life.
5. The ability and desire to express his thoughts clearly, forcefully and accurately.
6. Vocational alertness leading to a proper vocational choice.
7. Critical-mindedness in relation to propaganda, advertising, and pressure groups.
8. The ability and desire to spend money wisely.
9. The ability to plan for the effective use of his time.
10. An ability to enjoy and interpret properly the newer forms of communication — the modern press, the radio, the movies.
11. Discrimination or good taste in the ways in which he chooses to spend his leisure time.
12. The ability and desire to create and appreciate beauty in the several environments in which he spends his time.
13. An understanding of and an appreciation for the world of nature.
14. A philosophy or scheme of life which fits into and contributes to our democratic social order.

Last Section: The Rating Scale

Name of Student.....		
1. DOES HE USE HIS CLASS TIME WELL?		
Does not pay attention—even to easy work.	Usually on the job.	Always gives strict attention to work.
2. DOES HE STICK TO HIS JOB UNTIL IT IS COMPLETED?		
Seldom completes work.	Tries to complete most of his work.	Always completes work.
3. DOES HE GET ALONG WITH OTHER PEOPLE?		
Lacks courtesy or cooperation.	Makes some effort to get along with other people.	Gets along well with other people.
4. DOES HE LIVE UP TO HIS RESPONSIBILITIES?		
Seldom equipped to do work; must be urged to do minimum tasks.	Usually equipped to do work; work unless something goes wrong.	Always equipped to do work; completes work well and promptly, without being urged.
5. DOES HE SEEM EAGER TO IMPROVE HIMSELF?		
Shows no interest or desire to improve himself.	Shows some interest or desire to improve himself.	Very great interest in improving his work and himself.
6. DOES HE DO CAREFUL, ACCURATE WORK?		
Careless, ill prepared work all the time.	Usually does fairly neat and accurate work.	Always turns in accurate, carefully done work.
7. DOES HE TREAT PROPERTY OF OTHERS WITH RESPECT?		
Throws paper on floor; careless with books and property.	Usually careful with property in his care.	Takes pride in caring for property and equipment.
8. DOES HE ATTEND CLASS WITH REGULARITY?		
Often absent or tardy.	Usually at class—on time.	Never absent or tardy unless absolutely necessary.
9. DOES HE PRACTICE HEALTHFUL HABITS?		
Appears sleepy; lacks personal cleanliness; careless of infection.	Usually rested; clean; realizes need for care of infections.	Always rested; well groomed; careful about infections.

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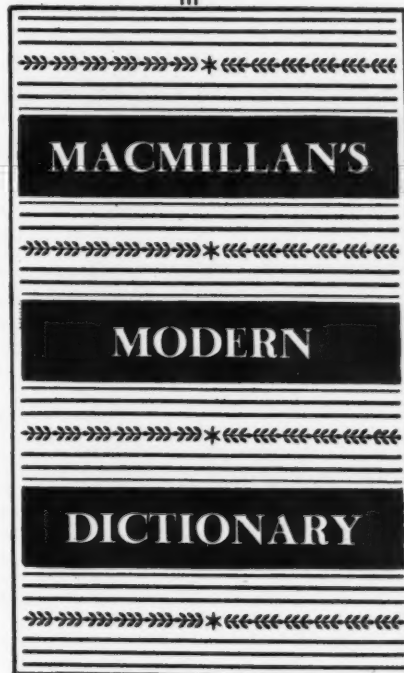
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SCIENCE IN THE GRADES

*Norman Harris, Head, Science Department, San Dieguito Union High School,
San Diego County*

AMONG the many problems faced by the curriculum committee when a new school is in the process of formation is the following — how many courses in science shall be given and on what levels shall they be offered?

San Dieguito Union High School is a new six-year high school in its second year of existence. Our curriculum committee was faced with and is answering this problem.

During our first year we offered four old standbys — physics and chemistry on an eleventh-twelfth grade level, biology on a tenth grade level, and general science on a ninth grade level.

This year we added Introductory Science on a seventh-eighth grade level, and it is my purpose to describe the venture in the hope that some of its phases may be of interest.

The course, as fitted into our curriculum, is a two semester continuum, but in order to eliminate conflicts with our course in Conservation, the science is being offered in the fall semester to the seventh grade, and in the spring semester to the eighth grade.

The material has been arranged and is being presented at one level so that next year's eighth grade can start their final semester of the course right where they leave off this February.

We Start With Boys

Along with this departure from the usual procedure in scheduling, our committee decided on another step, one necessitated by the fact that our seventh and eighth grade girls take homemaking in their "non-academic" hour. We are therefore offering the science course to the boys only, working on the reasonable assumption that more of the girls will come on into the ninth grade and the senior high school, and will there be almost certain to take some course or courses in science.

In planning the content of the course we had a two-fold purpose in mind, and in presenting the material that purpose is kept constantly in the foreground of our thought. We must (1) reach those boys who will never

have the advantage of another course in science — those who intend to quit school at the earliest possible moment — and give them some of the facts about their biological and physical environment which will aid them in life; and (2) lay a foundation for our later courses in the senior high school.

Accordingly, the following course of study was mapped out for the fall semester. This material has proved to be very satisfactory, interest on the part of the students being keen.

Course of Study

Unit I—Introduction to Science.

- (A) The scope of science in our modern world.
- (B) Men of science and their work.

Unit II—The Growing Green Plant.

- (A) Elementary botany—the plant as a source of energy transformation.
- (B) The world's food supply, and the economic importance of plants.

Unit III—Animals and Their Importance to Man.

- (A) Animals without spinal chords.
 - (1) General discussion of typical lower animals, but with especial emphasis on insects, both beneficial and harmful.
- (B) Animals with spinal chords.
- (C) Importance of animals to man.

Unit IV—The Growing Boy.

- (A) Physiology and hygiene.
- (B) Diet versus health.
- (C) The common cold.

Unit V—Conservation of Living Things.

- (A) Plant, animal and human life.

For the coming spring semester a course of study embracing facts and problems of our physical world has been planned.

As to the mechanics of the teaching method, the following points might be noted. Every Friday is reserved for recreational science. This day is often devoted to the reading of interesting stories of a scientific nature. During the semester, a bird book, a butterfly book, and a book on great men of medicine have served as sources of material.

On other Fridays, field-trips are taken to the beach, the creek bed, or the hills. One all-day field trip to the Museum of Natural History and the Zoo in San Diego was a highlight of interest.

In addition to this Friday activity, the program is further enriched by one laboratory day a week, during which time the boys get their first organized study of actual living things.

Our primary objective has been, admittedly, the imparting of facts and appreciations. No attempt, as such, has been made to imbue the boys with the art of critical thinking or problem solving. Simplicity of presentation must be adhered to. Inciden-

tally, most of the texts aimed at this level overshoot their mark. They are oftentimes much too difficult. It must be remembered that science, as a course, is brand new to students of this level. They have little or no scientific apperceptive mass to work on, so the phrase "keep it simple" may well be adopted as a watchword if understanding is to result.

IN working out a testing program, we asked the advice of the English Department as to what might be expected of these boys in the way of English composition. Approximate standards of English and spelling were given us, and the tests were devised to serve two purposes — that of examining the student's learning in science and that of improving his composition and spelling abilities.

The Parents Are Pleased

The tests came at the end of each unit and were approximately one half "objective" and one half essay, the division being on a basis of the time required. The papers were corrected for factual material of course, and in addition, for English usage and spelling. All misspelled words were compiled on a list, mimeographed and distributed for two days' study. Then another quiz was given in which each of these words had to be used in a sentence with proper regard to spelling and grammar. In addition to serving as a check on usage and spelling, this procedure also helps the student in building up a modest vocabulary related to science.

The entire venture has been one of intense interest. Comments from the parents have been favorable and gratifying. The students like their new course very much, and we feel more than repaid for the time and effort expended in offering it. What next? Possibly an organized course in physiology. But that's in the future.

* * *

Pan-American Day

L. S. ROWE, director general, Pan-American Union, Washington, D. C., announces observance of Pan-American Day, on or around April 14, throughout the Americas.

Pan-American Union is the international organization maintained by the 21 American Republics for the development of good understanding, friendly intercourse, commerce and peace among them; controlled by a governing board composed of the Secretary of State of the United States and the diplomatic representatives in Washington of the other Republics; administered by a director general and assistant director, chosen by this board and assisted by a staff of international experts, statisticians, editors, compilers, translators and librarians.

California teachers interested in the observance may obtain materials by addressing the Union.

Standards for Teachers

(Continued from Page 14)

credentials upon the request of school officials, with the understanding that teachers receiving such permits would attend school and build up the subject fields required in the teaching program.

Validity of Credentials

The present system of issuing credentials for a limited period and renewing them upon evidence of successful experience is complicated and inconsistent, and presents serious problems for study. Having finished a prescribed course of study, which in length and thoroughness is conceded to be among the best in the nation, a teacher is ordinarily certificated for a limited period, usually for two years.

There are, nevertheless, certain variations: if renewal requirements are indicated, the credential is valid for one year; if issued for an emergency situation, it expires on the following June 30th; if issued on a diploma of graduation from a state college or from the University of California at Los Angeles, the document is unlimited as to date of expiration. Thus each credential may bear one of four dates of expiration.

As far as actual evidence is concerned, the holder of the unlimited credential renders no less effective service in the public schools than the teacher who is assumed to serve a term of apprenticeship before receiving a long-term renewal. If there were adequate procedure for expert supervision and for objective evaluation of practice, the system would be reasonable. As it is, standards of success vary as widely as the number of districts in the state. Actually the occurrence of adverse criticism against a teacher is almost at the zero point. If a teacher does not function successfully, he is not re-employed, but the reason for dismissal, unless flagrant immorality or unprofessional conduct, is not reported. During the year 1936-37, the state office renewed 3,593 credentials, and issued 1,701 life diplomas. No adverse reports were filed for these 5,000 or more teachers.

To secure an estimate of the effectiveness of teacher education, a two-year investigation was carried on by the state office. For the school year 1930-31, reports were secured from school administrators on 1,500 new teachers giving their initial service in California schools. Principals and superintendents reported on a four-point scale on the three items of command of subject-matter, skill in instruction, and management and discipline. Of the 1,500 teachers, 27% were reported excellent, 52% good, 18% fair, and 3% poor.

The following year reports were secured on 1,200 new teachers on a five-point scale. The results were much the same. In command of subject-matter, skill in instruction, management and discipline, 16% were reported superior, 45% above average, 34% average, 4% below average, and less than

1% poor. There was no appreciable difference in ratings given to teachers holding limited certification and to those whose credentials were valid for life.

If reports on teachers, made for the purpose of estimating the effectiveness of a training program, show a negligible incidence of failure, it cannot be expected that reports which may lead to loss of certification will be more critical. The present system is not only confusing and inconsistent, it tends to become a mere formality.

The Teachers Association of the State of New York has been giving careful attention to this problem. In a recent revision of certification procedures the policy has been adopted of granting, upon completion of required training, certificates unlimited during service in the public schools. To encourage continued professional growth and especially to prevent teachers from returning to school service after extended absence, provision is made that certificates must be validated in the state office once every ten years. A committee on Teacher Education, Certification, and Improvement in Service of the New York State Teachers Association has recommended that during each successive ten-year period the holder of a permanent certificate, as condition for having it validated, must complete six semester hours in approved courses or the equivalent in approved professional activities other than classroom teaching.

Activities are accepted, such as courses completed in approved institutions, study in professional groups under competent leadership, purposeful educational travel, educational research, authorship, cooperative critic teaching, teaching of approved courses in institutions of higher learning, approved occupational experience and study, and leadership activities which contribute to a teacher's professional growth. Teachers are thus protected in their certification while the schools are assured of teachers who continue to grow.

ANY consideration of the validity of credentials must involve a study of the life diploma. The present practice of issuing life diplomas gives security and protection to teachers, nor is there any evidence that teachers who secure life certification fail to continue professional study. A study on permanent certification made in 1931 revealed the common practice on the part of California teachers holding life diplomas of completing some work once every three years, earning on the average, two semester hours of credit annually.

The system, however, has two apparent weaknesses: life diplomas are issued on experience regardless of professional preparation; teachers holding life diplomas may leave the profession for any length of time and return to it without any further training. For the future effectiveness of the teaching group this whole problem of determining the validity of certification should be studied by the teachers themselves, keeping in mind

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80 PER CENT of all persons engaged in education are pupils and teachers of the elementary grades.

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the welfare of children as well as the protection of teachers.

The Dual System of Certification

The present certification laws provide that each teacher in California must hold a state credential and a county certificate. For the purpose of maintaining uniform standards throughout the state and of keeping systematic records, certification in a central office seems necessary. Yet, according to constitutional provisions, the certification of teachers is under the control of county boards of education. Accordingly, the school code supplies statutory regulations both for county certificates and state credentials. One exception, however, provides that teachers holding diplomas of graduation from the state teachers colleges may have their credentials merely recorded in the county office. This procedure, while simple, is ineffective; it makes no provision for the certificate which must be on file for one year in a county office as a basis for the recommendation of the life diploma; it applies to one type of credential only and thus establishes an additional method of certification.

A further source of confusion in the dual system of certification is found in the discrepancy of dates of expiration. Original certificates are issued for a two-year period. Again there are exceptions: for a person who has not satisfied the requirement on the United States Constitution, the certificate must be limited to one year; if a state credential is valid for a period less than two years, the county certificate must correspond. When expiration dates of state credentials and county certificates do not correspond, further confusion results, and in case of lapse of certification, teachers are liable to additional fees and even loss of salary. This question of the double system of certification requires legislation, and for an effective and smoothly functioning system, requires careful study.

For more than 50 years the Constitution of California has provided for the examination of teachers. Statutory provision for administering the examination is contained in the School Code. Candidates must present satisfactory written or documentary evidence that they have completed a four-year high school course or the equivalent thereof. In determining such equivalent, the county board may take cognizance of any adequate evidence of preparation a candidate may present.

The Problem of the County Examination

Regardless of how valuable the provision for certification by examination has been in the past, the fact remains that teachers are educated and certificated by the state in excess of the current demand of the public schools. As a matter of fact, very few candidates apply for the county examination, and most of the county boards of education have abolished it. During the year ending December 30, 1936, only 47 candidates took

the examination in 11 counties and only 30 were successful in passing and having certificates granted in 9 counties.

The number of teachers entering into the teaching group by way of county examination is negligible, and each year fewer persons take advantage of the examination. As long, however, as California teachers admit high school graduates into their ranks, the standards of admission are exactly high school graduation.

Regardless of the fact that the state maintains the highest standards in the nation for state certification, the level of admission is as low as that of the most backward state.

Other Problems for Study

The only remedy for the condition is to remove from the School Code the statutory regulations for implementing the constitutional provision, or else to make the standards for the examination equivalent to graduation from the state colleges. This again is a problem that must be studied and solved by the teachers themselves.

Several other problems need careful study on the part of teachers if admission into their ranks is to be consistent with the standards of a profession. One such problem is the multiplicity of code provisions, nearly two hundred of which deal with the regulations and procedures for certification. In case of contradictions, it is practically impossible to ascertain, without legal advice, which sections take precedent over others.

For instance, the law specifically states that a county certificate authorizes service indicated by a state credential; recent legislation has made it impossible for a teacher moving to a new county to secure a certificate on the old general secondary credential authorizing service in the elementary schools, even if he has had years of such experience. In a few years it will be difficult for school officials to know which section was first incorporated into the code. Should certain

suggestions made in this paper be adopted by the teaching group, legislation would be necessary. In order to work out a simple system of certification, the whole problem of legal provisions should be carefully studied.

Another problem that presents peculiar aspects is that of the fees required for state credentials. Teachers apparently are willing to pay for professional services, even when the aggregate fees required for each credential, each renewal, and each life diploma is greatly in excess of the cost of maintaining certification service. Certain teachers, especially in adult classes, are required to pay for state credentials, county certificates, and health certificates, an amount almost equal to a month's salary.

The professional qualifications of teachers in the field of adult education is another problem for study. Probably the time for the rapid expansion of the program of adult education is passing, and the teaching group should not postpone considering the standards of admission of a large group of teachers entering into this comparatively new field of service.

Responsibility of the Teaching Body

In determining standards for admission to teaching, three principles should govern the system of certification: the welfare of the children, the protection and security of teachers, and effectiveness of administration. The machinery for setting up an effective system is already in operation in the state, for in the California Teachers Association there is a Committee on Classroom Teacher Problems, a Committee on Professional Growth, and a Committee on Legislation. The certification of teachers is the concern of all of these committees.

The time is propitious for work on the part of these committees, for in 1935 the State Superintendent of Public Instruction appointed a Committee on Standards for Teacher Training and assigned to it the task of determining standards for the accreditation of teacher education institutions.

In a study which has extended over a period of two years, the committee has located two distinct problems: one of these deals with the facilities and personnel of the institutions and the adequacy of their programs for the preparation of teachers; the other involves the state system of certification. While the general committee is composed of members of education departments of the various institutions, teachers have been drawn into the work of determining adequate programs of training.

SHORTLY, the California Teachers Association must offer its assistance in dealing with the problem of certification. Only by assuming such responsibility and by offering leadership may the teaching body of the state be assured that a burdensome, ineffective, and expensive system may be replaced by standards of entrance appropriate to a profession.

California Conservation Week

CALIFORNIA Conservation Council sponsors the fourth California Conservation Week, March 7-14, to promote cooperation in conservation education and effort. Literature may be obtained from Pearl Chase, Associate Chairman, 209 East Canon Perdido, Santa Barbara. Conservation Week is widely observed throughout California's public schools.

Governor Frank F. Merriam, in his message concerning the week, states: "I am happy to join with the sponsors of the Conservation Week in urging the various interested departments, organizations and schools to recognize the value of this work and to encourage its observance, not only during this week, but throughout the year."

HOBBY SHOWS

Robert L. Brown, Teacher of English, Sanger High School, Fresno County

DID you ever watch a youngster, strange to a community, get acquainted with the other children in his block? If he is a normal child he goes straight to the point, after the first shy squirming and foot twisting.

"What's your name? Mine's Jimmie."

"I've got a big red tricycle with a bell on it! What've you got?"

"Let's see your toys! I've got a saw 'n hammer—what can you make? Can you swim? I can stand on my head and count ten"—and so on.

In ten minutes this insatiable curiosity, not held in check by the aloofness of adolescence, nor by the restraint of later adulthood, opens the way to immediate friendship.

After all, aren't we all built along the same lines? Don't we wonder what the other fellow is doing, what he can make, what his friends are like, what his thoughts are?

Thus the Hobby Show!

What started out to be but a small hobby show by one class of the Social Living group in this school, developed into something much more personal and objective. It became a show put on by the whole freshman class, and like the youngster, the hobby show was the instrument through which all the freshmen became acquainted.

Besides this, it "fostered interest" (trite as the expression is) to such a degree that it is still the subject for themes and speeches. It started a spirit of competition among the members that is making their class a pacemaker in the school. And it amazed the faculty with the variety of abilities and workmanship displayed, acquainting the individual teacher with his own students in a much more complete manner than any

test or "my autobiography" theme could do

The class discovered, for example, that one of its members as a hobby, did acrobatic dancing, and was so good at it that she had been with a circus during vacations. Another member liked to whittle so well that he could make such things as pliers and scissors out of a single block of wood. A third member was a collector, not of stamps or coins,

but of keys, and had a collection of keys that would well start him on his way as a locksmith!

But the greatest value was this spirit of getting acquainted with the other fellow; this knowledge of what the other fellow liked, thought, and could do.

* * *

Oakdale Union High School recently dedicated its new gymnasium. Earlier in the fall, the school dedicated a new lighted, turf football field. Harold E. Chastain, principal of the school, guided development of both new projects.

What the Student Gets

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It Started as a Small Show





Presidents of California Teachers Association Classroom Teachers Departments (left to right)—Mrs. Harriet Rose Lawyer, Berkeley (Bay); Donald Wright, San Luis Obispo (Central Coast); Mrs. Geneva P. Davis, Los Angeles (Southern); Clyde Quick, Chowchilla (Central); Mrs. Alma Thompson, Ferndale, (North Coast); Lottiellen Johnson, Sacramento (Northern).

Character Development

(Continued from Page 13)

delinquency prevention program is to become effective and leisure is to be absorbed profitably.

Many splendid articles and theses have been written describing the contribution of physical education to character development. It is my opinion that no specific group of teachers do, or should, have a monopoly upon this all-important phase of education. Every teacher should embrace every opportunity for teaching of the proper responses to those situations which contribute to the building of character. In so far as practical, I believe every teacher should consider every period, every day, a period for character education.

Physical education teachers in all segments have perhaps the most unusual opportunities for teaching character education; they start with one advantage over many teachers, inasmuch as the activities they promote are generally classified as being innately interesting by most students. It is easy to understand how a skillful physical education teacher can get his students to appreciate the other fellow and his rights, if the teaching situation is tied into a game or performance which absorbs the entire interest of those engaged in the activity.

Physical contacts are relatively close in most all physical education activities, therefore trials and temptations come thick and fast at times; when a student conquers his baser feelings and resolves to act in harmony with the higher dictates of his awakened conscience—such decision immediately tends to reinforce some desirable character trait and this healthy

mental growth will probably persist because the decision was matured in temptation, under trying conditions, and the learning was therefore emotionally reinforced.

WHILE the old "moral" instruction in schools was quite generally taught indirectly, educators today believe character education can best be taught directly as well as indirectly—consciously as well as incidentally. Physical education teachers realize a certain percentage of character must be "taught" as well as "caught." They realize that it is not enough to talk about character in a world whose recreation is dominated by low standards. For instance—the 1936 income in the United States was 51% more than in 1932. How it was spent would indicate a trend of the times, for there was a 317% increase in the sale of beer, a 302% increase in the sale of radios and a 220% increase in the sale of whiskey.

Many Homes Are Failing

No doubt children are not receiving adequate character education in many homes. Unless the schools help meet this need, many children will enter society incapable of making proper moral and social adjustments.

While educators do not all agree as to what constitutes character education, they have quite generally conceded that "character is like an inward and spiritual grace, of which reputation is, or should be, the outward and visible sign." They also agree upon the desirability of developing such traits as courtesy, cooperation and dependability. The first of these fundamental traits has been expanded by one author to include politeness, affability and civility; the second to include helpfulness, loyalty, obedience, open-mindedness and good sportsmanship; the third to include promptness, reliability, responsibility and accuracy.

To develop any of these character traits, students must be exposed to an environment where there are many chances to choose or make decisions. Someone has said, "Character is best developed where there is a chance to go wrong." Students must be encouraged by their teachers to make wise choices.

Games of all kinds afford students opportunities to cheat at every turn; they also afford the student equal opportunities to play fairly. Scores are incidental; physical outcomes are important; social adjustments are imperative, but character development is paramount!

This leads me to observe that many physical education teachers are well qualified to lead students into making wise choices. Needless to say, such teachers live lives consistently in harmony with the ideals of their profession and the doctrine they verbally uphold. The teacher who confines his teaching to the improvement of technical, neuromuscular skills is only partially discharging his obligation to his students and society in general.

While health and physical development are essential aims of physical education, the physical education teacher must take advantage of his strategic position to influence students and see to it that cultural training and character building are stressed; the student must be led to appreciate those ideals and attitudes that have stood the test of time and he must develop the ability to make proper social adjustments. The best physical education teachers will be constantly alert for openings which provide such rich teaching opportunities.

PERSONALLY, I believe the term Physical Education is misleading to many people—especially lay people. Many so-called physical education teachers would not stay in this attractive field of endeavor a single day longer if their teaching had to be forever confined to the development of bones, muscles and neuro-muscular skills. Such teachers believe they are charged with the greater responsibility of teaching boys and girls to become men and women.

Physical education should be considered as an essential subject in all curriculum development through which medium many of the general aims of all education can be best promoted. Physical education will, in my opinion, gain in general favor and effectiveness—in direct proportion to the acceptance of this point of view on the part of the physical education teachers themselves.

FOREIGN LANGUAGES

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

Bayard Quincy Morgan, Ph. D., Head, Department of German, Stanford University

DO you remember when you used to talk "hog latin" ("pig latin" to the younger generation) with some playmate, or when you made up some "secret" code for writing or speaking to your best friend?

The pleasure of using a foreign language—open to you, sealed to others—is almost universal in the young child. Why don't we take advantage of that?

Why do we postpone all study of a foreign language until the difficulty of mastering it is abnormally increased?

No other country of my acquaintance keeps its children from all foreign language experience until age 14 or later. All the European countries start foreign language instruction at age-levels which are included in the American elementary school.

There are excellent reasons for getting such an early start.

1. The young child is still in the imitative stage, and picks up pronunciation without difficulty, whereas a large percentage of high school pupils never entirely lose their American accent.

2. The young child thinks it is fun to speak, read, and write a foreign language; the high school pupil often finds it a bore and a burden.

3. The young child makes nothing of the memorization which is a part of language learning. He is memorizing things all the time anyway. The high school pupil is beginning to reason about things, and tends to rebel against what too many educators call "parrot work."

4. The young child is not yet self-conscious, delights in play-acting, gets fun out of the foreign language exercises and drills that help so much in the active mastery of a language. He will cheerfully go about the classroom obeying orders in French or German; he will put questions to his classmates without embarrassment; he will laugh with the rest if he makes a mistake.

5. Language learning is a long process and a cumulative one. It takes us many years to master English—if we ever do. It is not good sense to try to crowd into two years of high school what no European country expects its schools to do in less than four, i. e., achieve a real working-knowledge of a foreign tongue.

We used to have foreign language classes in the elementary schools. Why

have we given them up? Not for any good reason.

The object of these remarks is to plead for the re-introduction of foreign language courses into the American elementary school, of course as free electives. They should be well taught, by persons who have a thorough knowledge of the languages they teach and who can speak them fluently and correctly.

Given good teaching by competent instructors, foreign language courses can be among the most popular subjects in the upper grades of the elementary school.

Paul G. Ward, district superintendent, Hemet Valley schools, and principal of Hemet Union High School, Riverside County, retires at the close of the present school year, concluding a half-century of school work, 46 years of which have been spent as administrator and teacher in California high schools.

Mr. Ward's first teaching position in Cali-

fornia was in 1892 in Elsinore High School. He later occupied principalships at Banning, San Jacinto and Red Bluff, before going to Hemet 17 years ago.

Mr. Ward is widely-known in California school circles as past president of California Teachers Association Northern Section, and past president of Riverside County Board of Education. His son-in-law, Dr. William Y. Elliott, is head of the department of government at Harvard University. Mr. Ward will spend a year with the Elliott family, at Belmont, Massachusetts.

* * *

Alameda County Meeting

ALAMEDA County Educational Association will hold its annual luncheon at the Hotel Oakland at twelve, noon, Saturday, March 26. The luncheon will be attended by teachers from all parts of Alameda County.

The county supervisors and representatives from the city and county Parent Teachers and Dads Clubs organizations will be guests, as well as the State Senator and Assemblymen from Alameda County.

The Association has a membership of over 2,500 teachers and administrators. The purpose of the organization is to further the educational efficiency of the schools of Alameda County.—Dan H. Gilson, secretary, 1926 — 19th Avenue, Oakland.

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AN HONOR FOR TEACHERS

ANNUAL AWARD ESTABLISHED TO HONOR OUTSTANDING
CHILD EDUCATOR

ADMIRAL RICHARD E. BYRD, noted explorer, and Dr. James Rowland Angell, former president of Yale University, will assist a distinguished committee of leading Americans in selecting the outstanding child educator for 1937, according to an announcement made by Child Life Magazine.

The award, known as the Child Life Achievement Award, will be presented on May Day—the traditional Children's Day—to the man or woman, who, in the opinion of the award committee, has "accomplished most in the interest of children's education during the past year."

An antique bronze statuette of a child, designed by Mabel Landrum Torrey, noted sculptress, will be presented to the winner, suitably engraved.

According to Marjorie Barrows, editor of Child Life Magazine, "candidates for the award may be nominated by anyone. The

candidate may be a teacher in a backwoods school, an author, a famous educational leader, or anyone whose efforts have furthered the interests of children's education.

"The committee will consider every candidate carefully, and decide only on the basis of accomplishment and service, regardless of the person's occupation or previous achievements."

"By means of this annual award," continued Miss Barrows, "we believe we can give rightful recognition to men and women educators who have served the children of America so faithfully for so many years."

The committee, in addition to Admiral Byrd and Dr. Angell, includes such well-known names as: Booth Tarkington, author; Ray Lyman Wilbur, president, Stanford University; S. Josephine Baker, consultant, U. S. Children's Bureau; James E. West, chief scout executive, Boy Scouts of America; Mrs. Frederick H. Brooke, president, Girl Scouts of America; Lotus D. Coffman, president, University of Minnesota; Sidonie Matsner Gruenberg, director, Child Study Association of America; William Healy, M. D., director, Judge Baker Guidance Center; Dr. Charles H. Judd, noted educator; Katharine Lenroot, chief, Children's Bureau, Washington, D. C.; Cornelia Meigs, author; Dr. Paul Schroeder, director, Institute of Juvenile Research; and Caroline S. Woodruff, president, National Education Association.

Guide to Desert Plants

THE collections of paintings and books and manuscripts made by the late Henry E. Huntington are famous throughout the civilized world. His collections of unusual subtropical trees and shrubs, palms, cycads, ferns, and desert plants in the botanical gardens which surround the Huntington house at San Marino, Los Angeles County, are not as well known.

Most visitors to the estate think of the gardens only as an unusually beautiful setting for the buildings, but botanists consider them of equal importance to the library and art gallery. They have a significant function, i. e., to demonstrate what subtropical and other exotic plants can be grown successfully out-of-doors in southern California.

The plant collections at San Marino represent over 30 years of careful planning and selection. Mr. Huntington entrusted the building up of them to his superintendent, William Hertrich, who is now curator of the botanical gardens.

In 1907, when San Marino Ranch was being rearranged and improved to provide a suitable background for his home, Mr. Huntington asked Mr. Hertrich for a plan for the use of a section of barren hillside land near the site of the projected house.

Mr. Hertrich suggested an outdoor collection of cacti and other desert plants.

Although he did not foresee the attractiveness and scientific importance of such a collection, Mr. Huntington approved the plan and half an acre was set aside for the purpose. At first, only a few specimens of common varieties of cacti from nearby regions were planted.

In the 30 years that have elapsed since then, the collection has grown to over 25,000 specimen plants, assembled from North and South America, South Africa, Madagascar, and the Canary Islands. It now occupies 15 acres and it is believed to be the most comprehensive representation of such plants in the world.

No formal account of the collection has been available until now. In order to provide an informative guide for visitors, Mr. Hertrich has written a pamphlet of 32 pages entitled "A Guide to the Desert Plant Collection." It is illustrated with many photographs taken by the author in the Huntington garden.

On the cover is a color reproduction of *Cereus Huntingtonianus* (named after Mr. Huntington) showing its beautiful bloom, with crimson buds and outside petals. The booklet may be ordered by mail (25 cents, postpaid) from the Huntington Library.

D. C. Heath & Company have recently brought out several new French books. In the Heath-Chicago French Series appears *Si Nous Ecrivions* by Hartstall and Babcock, 240 pages with illustrations. It features simple, conversational French. To Heath's Modern Language Series are added,—*Pages a lire et a dire*, by Kurz, and *Nouvelles Causeries En France*, by Pattou.

* * *

Two Poems

WHILE touring the New England States, Gladys Pearl Ensign, principal, Colonel Lindbergh School, Compton, wrote the following poems.—Ed.

The Old Man of the Mountain

There's an old man in these here mountains,
He's been here for years and years;
He holds his head up to the sky,
For he hasn't any fears.
He likes the rain,
He likes the snow,
He even likes the winds to blow,
For hot or cold, in calm or storm,
He sits alone upon his throne,
This old, old man with face of stone.

(The Great Stone Face in New Hampshire.)

New England

New England—A land most beautiful to see,
With forests green and air so free,
With ocean blue and rocky shore—
You fascinate me more and more.

New England—A land of Pilgrims' pride,
Where many brave men fought and died;
Where history was made by men
Who hoped for freedom Now and Then.

New England—A land of beauty rare,
With hills so green and sky so fair,
If California weren't my home,
To your fair states I think I'd roam.

But since I'm only passing through,
May I pay tribute now to you?
I like you all, I think you're grand,
For hospitality you stand,
I hope to come again some day
(I don't know how, but I hope I may),
To New England.

* * *

National Nature News

NATIONAL NATURE NEWS is a weekly publication for children and young people designed to arouse the interest of American youth in the value of the great out-of-doors. It seeks to stimulate in theme and design to work with nature in the conservation of all wild life resources. Lillian Cox Athey is editor with offices at 3107 Wisconsin Avenue, N. W., Washington, D. C. Single subscription, school year, \$1.50. Club rates.

Retirement

(Continued from Page 13)

only such employees in the state who are exempted from the section's provisions, since the San Francisco Unified School District is the only district in the state which is "situated within, partly within, or co-terminous with the boundaries of a city, or city and county, where the charter, if any, of such city, or city and county provides an age at which employees, including certificated employees, of such districts shall be retired. . . ." The San Francisco Unified School District and employees thereof are not, therefore, within the scope of this article, and nothing herein appearing applies thereto. In all other school districts in the state the section is effective. It is obvious that School Code section 5.505 does not apply to any members of the State Teachers Retirement System except employees of school districts.

The section, it is to be noted, does not compel the dismissal of any employee who is, or who reaches, age 65. It merely provides, in effect, that after September 1, 1937, every permanent employee of a school district who is 65 years of age or who thereafter attains age 65 shall no longer be a permanent employee of the district, and shall become, in effect, a probationary employee of the district subject to dismissal at the close of any school year without cause. The governing board of every school district may determine the year at the close of which any employee coming within the provisions of the section shall be dismissed.

Because the section by its own terms provided that it took effect September 1, 1937, no permanent employee of a school district may be dismissed from the service of the district under the section until the close of the school year 1937-1938, for the reason that at the time the section took effect, all employees had been reemployed by operation of law for the whole of the school year 1937-1938. It is true that upon the effective date of the law all permanent employees of school districts who were at that time 65 years of age or over lost their status as permanent employees, but their dismissal cannot be made effective until the close of the school year. Likewise, any permanent employee of a school district who thereafter reached, or will reach, age 65 will on the day he reached that age, cease to be a permanent employee of the district, but his dismissal cannot be made effective until the close of the school year in which the employee becomes 65 years of age.

The section does not prescribe any date upon which an employee who has ceased to be a permanent employee of a school district must be notified that he will be dismissed at the close of the then current school year; but since it is, to some extent, possible that under School Code section 5.681 such an employee might be held to be reemployed for the ensuing school year unless he is notified on or before May 15 of

MID-YEAR report on membership for the National Education Association failed to show an increase in California.

There must be a greater interest in the national organization by the teachers of the state before we can invite the association to convene here.

If you have failed to send in affiliation dues, please do so at once. Help California win a place on the Victory Honor Roll.—*Helen Holt, N. E. A. Director for California; address, 1543B Santa Clara Avenue, Alameda.*

the then current school year in the manner prescribed by School Code section 5.681, the safest, and certainly the most reasonable, procedure for the governing board of the employing district to follow would be that set forth in School Code section 5.681 in notifying employees of their dismissal.

School Code section 5.872 (of the State Teachers Retirement Law) permits an employee dismissed under the provisions of School code section 5.505 to be retired as though for physical disability if such person has 10 or more years of service, but less than 30. This service need not have been in the public schools of California; it is sufficient if the person was dismissed under the provisions of School Code section 5.505 and did not serve elsewhere subsequent to such dismissal and prior to retirement in any capacity which could be counted as service toward retirement under the State Teachers Retirement Law.

If an employee is dismissed under School Code section 5.505 and at the time of his

dismissal he has 30 years of service, he may retire and draw a retirement salary only if at least 15 years of such service have been in California, including the last 10 years immediately preceding retirement (School Code sections 5.870 and 5.872).

SCHOOL Code sections 5.505 and 5.872 do two things insofar as retirement under the State Teachers Retirement Law is concerned: First, they permit, under stated conditions, a member of the Retirement System to retire with 10 years of service of which only four need have been in California. (The minimum of four years is required, although not expressed in the law, because a person can not so retire unless he has been a permanent employee of a school district, which would require at least four years of service in the district.) Second, in the case of a member so retiring, it is not necessary for him to prove disability if he has 10 or more and less than 30, years of service credited to him.

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C. T. A. CLASSROOM TEACHERS DEPARTMENT

MORE PROTECTION NEEDED

Donald G. Wright, *President, Central Coast Section Classroom Teachers Department; Teacher, San Luis Obispo Junior High School*

THE C. T. A. Classroom Teachers Departments of the various sections have as one of their primary aims the setting up of an organization to protect the teacher from harmful legislation.

This direction of action, on the part of organized teacher associations has served to combat quite successfully movements that, had they accomplished their purposes in the past, would have disrupted the roots of teaching as a profession.

The protection of the classroom teacher from influences outside the profession needs no further commendation, for each teacher is well aware of its importance. But what of the need of protecting the teacher from radical movements coming from within the organization itself? Here protective watchfulness is as essential as that exhibited by the organization in guarding against outside forces.

The classroom teachers in their various associations would do well to consider carefully all trends or departures away from classroom procedures termed "old," to that of the supposedly "new" before accepting and incorporating their principles in the classroom.

Many warnings have been given the teacher about indoctrination in the classroom, but little has been said about indoctrination that is quite subtly propagated by those in the profession who wish to command attention, by radical deviations in classroom procedures and curriculum adjustments, in order to gain public or professional recognition.

The classroom teacher is constantly faced with new theoretical ideas proposed by educational theologians, who sit at their desks and preach through the pen or expound via voice, and who are oftentimes so far divorced from the practical that the principles set forth fail when subjected to the tests of human nature in the classroom.

All this tends to confuse the average teacher to such an extent that what has been accomplished in a constructive way is apt to be thrown by the wayside, either by the volition of the teacher or by subjugation to higher authority.

Apparently we are living in an age where any mention of the "old" smacks of contumacy. Everything that is said or done must have a bearing on the new, the untried or the unusual, or else wear the caption "reactionary." In educational activities as well as in other social fields this is evident. Teachers are not immune to this type of

tropism that impels them, without any seeming consciousness, into adopting anything new so that they may be said to be "teaching in style."

Granting that we are living in an age of rapid changes, and that change is a desirable outcome from progress, is it not also essential that the educational machine, in which the classroom teacher rides, be equipped with adequate facilities to hold its progress at a moderate rate? Or shall it be allowed to gather momentum until its own force destroys it? What then, of the damage left in its wake?

Is it not possible that much of our present unsatiety might not be traceable to a wanton disregard of the formal and a too free acceptance of the informal activities in the classroom?

Should not the classroom methods contain more asceticism or gratuitous exercise on the part of the pupils than is advocated today, so as to better prepare them for the hard knocks of life when they have to face unexpected events demanding self-denial?

Have we not already engendered a hedonistic philosophy in the pupils of our schools, by loosening and shifting the control in our classroom from teacher to pupil, so that their ideal of life is to obtain the maximum amount of enjoyment by the application of a minimum amount of effort?

And, are we through this delegation of authority teaching a true democratic principle of life, or is it instead a trend toward utopian socialism?

For the classroom teacher the answer to these problems will not be found in adopting an ultra-conservative stand in regard to the "new," or of accepting the propaganda of the radical. The problem then is how best to maintain a middle course and strive for educational progress.

Herein lies a duty for the classroom teachers organization. It should act as the stabilizer in protecting its members from utopian ideas of education on the one hand, and the ultra-conservative ideas on the other, as well as to guard against the inroads of vested interests.

* * *

Silver Burdett Company, continuing the unit-activity reading series by Nila B. Smith, has issued eight more of these charming little pre-primers. Each is 16 pages, with bright 4-page cover and many pictures in color. The apple tree, garden, milk, boat, baker, bears, woodpecker, and bluebird are the themes. These are happy books for little children.

Although given the majority vote, the San Jose \$1,800,000 school bond issue failed to pass by the necessary two-third's vote in the February 1 election. Owing to extremely heavy rains that day, many citizens failed to vote. The opposition, however, it is said, polled practically its entire strength.

Some other method of solving the badly overcrowded senior high school will have to be tried, says School Superintendent Walter Bachrodt, who has built up in San Jose a school system nationally recognized as superior.

* * *

W. J. Sanders, Visalia Union High School and Junior College, Tulare County Section of junior college and high school teachers of English, has prepared an interesting 6-page mimeographed report on his impressions of the materials and technique of instruction in English as heard at the recent convention in Buffalo.

* * *

Nature-Garden Clubs

SINCE the School Garden Association of America enrolled the first Nature-Garden Club early in 1935, more than 2000 of these clubs have been organized and registered in 22 states. Total membership in these clubs now exceeds 60,000 boys and girls.

Nature-Garden Clubs are groups of boys and girls interested in any phase of gardening or nature-study. They are formed under the sponsorship of schools, senior garden clubs, or any adult group or individual. Club projects are adaptable for age-levels ranging from elementary pupils to junior college students. Rural schools form a large percentage of the total club registration.

For complete information about how to organize and register a Nature-Garden Club, write to Karl H. Blanch, chairman, National Nature-Garden Club Committee, East Mauch Chunk, Pennsylvania.

* * *

Scriba Club of Pasadena

Dorothy Chancellor, Pasadena

SCRIBA CLUB of Pasadena is an organization composed of the city schools secretarial staff. Its object is to establish a closer bond of friendship and cooperation among the secretarial and clerical employees. Among activities for this school year have been:

1. A dinner, after which reports were given on the Detroit convention.
2. A course in telephone voice technique, which was offered to members of the school system. This series of lectures was sponsored by Scriba.
3. "Professional Night," to which were invited all superintendents, supervisors, principals, vice-principals, counselors and deans. This was a dinner meeting followed by addresses by administrative staff.
4. Sponsoring a Christmas family.

WHY I AM A MEMBER

J. W. Crabtree, Secretary-Emeritus, National Education Association, Washington, D. C.

I HAVE just read the California leaflet on "Why I Am a Member," and write to congratulate the association, not so much on the leaflet, as on the service which more than justifies the reasons that are listed.

I have been in close touch for many years with the California Secretary's office and with your well-organized drives in the interests of the child and the teacher. I am unable to name another state which has done so much for teachers and their profession.

Hope you may see that that leaflet gets into the hands of every teacher in California. Some have not realized, perhaps, what forces were actually directing these movements that mean so much to the children and the teachers.

Your association, Mr. Secretary, merits the support of every teacher in California. Those few who are not members should enlist on seeing this leaflet and realizing what they owe to their professional organization.

Kate Douglas Wiggin

DEAR EDITOR:

It was a happy thought for Sierra Educational News that the cover picture of a recent issue should bring to our memory Kate Douglas Wiggin, "lest we forget."

The first free public kindergarten west of the Rocky Mountains was opened on Silver Street, San Francisco, September 2, 1878, under Miss Kate Douglas Smith, the sole teacher. I visited this school late in October of the same year and saw the "Little Corporal" (of whom Mrs. Wiggin speaks in her "Garden of Memory") bring in tousle-headed, freckle-faced, unkempt children, take them to a wash-bowl, polish them up, and place them among the other children in their kindergarten games. That scene will always be a pleasant one in my own "garden of memory."

I copy from an old report made in 1882, which I have:

"I make with full concurrence of my training class, the following proposition, viz: To establish at once, superintend, and maintain two or three branch classes at a nominal expense, under these conditions and with this amount of money:

Branch No. 1—Silver Street Kindergarten:	
Rent of additional room per month.....	\$10
Share of janitor's work.....	3
Share of piano rent.....	2
Fuel.....	1
Material used by children.....	2
Monthly installment on furniture and apparatus to be purchased by us.....	7
Supervision of one Special Assistant.....	15
Total.....	\$40

"This class will contain from 30 to 40 children, who will be cared for and educated at the rate of \$1.30 a month and receive the untiring devotion of cultured and skillful teachers.

"Yours, for the children's sake,

(Signed) Kate D. S. Wiggin."*

The kindergarten in those days cared for the children of mothers who went out to work by the day and did not see them again until the shades of night began to fall.

With best wishes, sincerely yours, F. O. Mower, 1349 El Centro Avenue, Oakland.

*Kate Douglas Smith married Samuel Bradley Wiggin, a young Boston lawyer, December 1881, and soon after turned over the work to her sister, Nora Archibald Smith. Mrs. Wiggin, however, maintained her connection with the Training School for some time after.

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The Unadjusted Pupil

The Los Angeles City Plan

THE accompanying chart, prepared by Attendance Section, Los Angeles City Schools, under direction of Joseph W. Libby, assistant director, was published recently in Los Angeles School Journal. Because of its excellence and lucidity we are reproducing it through courtesy of that journal. This diagram is of practical and specific service to school people in many other parts of the state.

The chart shows the routing of the unadjusted or maladjusted pupil through the public school system and various outside agencies, toward his ultimate readjustment. The dotted lines and arrows indicate the successive steps in the program.

Adjustment Committee

The Adjustment Committee of Los Angeles City Coordinating Council assigns the problems of individual children to the proper agency for adjustment.

Many progressive California communities are now establishing social and educational mechanism similar to that of Los Angeles.

* * *

Edgar E. Muller

APPOINTMENT of Edgar E. Muller to the position left vacant by the death of David E. Martin leaves the administration of Alameda County Schools in able hands. Although he has been principal of a large Oakland school for the past 20 years, Mr. Muller is familiar with the problems of rural education. Early in his career he served as teacher and principal in schools in Butte, Shasta, Contra Costa, and San Diego Coun-

ties. He also served as a member of the Shasta and San Diego County Board of Education. In addition to his varied career as teacher and administrator, Mr. Muller has been an active leader in many educational associations and civic organizations.—Oakland Superintendent's Bulletin.

* * *

California Elementary School Principals Association-Bay Section executive board met at Hotel Coit, Oakland, February 12; plans for the spring meeting were formulated. This meeting is to be held at Tamalpais High School on April 2 at 9:30 a. m. Announcement of the program will be mailed to elementary principals.—Kenneth Glines, secretary; Cornell School, Albany.

* * *

John C. Winston Company has published New Curriculum Number Book, Grade 2 (Numbers in Our Work and Play), by Elda L. Merton; for use with the Winston New Curriculum Arithmetics or with any other series of arithmetics based on the new scientific re-graded curriculum; 132 pages, 8½ by 10 inches, with many illustrations.

California School Code: 1937

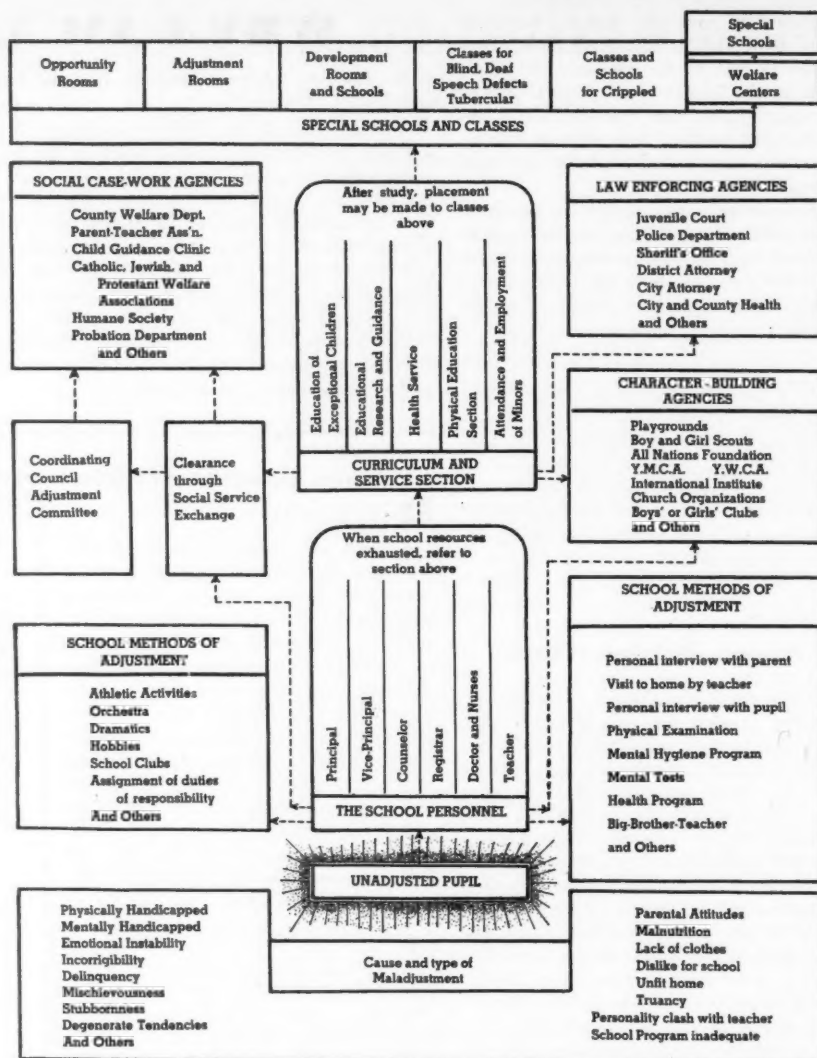
CALIFORNIA SCHOOL CODE, 1937 Edition, revised for all amendments, is ready for immediate delivery, in a volume of 661 pages, bound in paper covers; issued by Supervisor of Documents for \$1.50 per copy, postpaid.

The 1937 edition supersedes the document issued in 1935, and gives the wording of all Code sections as they are now in force.

The Code is subdivided in six divisions that contain every section in current or amended form. The subdivisions are as follows:

- I. Pupils
- II. Administrative Organization
- III. System of Public Instruction
- IV. Financial Support of School System
- V. Teaching Force
- VI. Environment and Equipment

Supervisor of Documents, 214 State Capitol, Sacramento.



TEACHERS!

Who Will Pay the Doctor, the Nurse and the Board Bill when you are sick, hurt or quarantined? Learn how the T. C. U. will protect you.

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KNOWING YOUR SCHOOLS

HELEN E. ROSE, chairman of the public relations committee of the Corona City teachers, has sent me a check-list of items about which members of the Corona faculties are going to acquaint themselves in order to carry the message of the schools to the public in a more effective and intelligent manner.

It seems to me that this is a simple and direct method of improving the relations between the public and our schools, and I believe that committees over the state might be interested in it in the event that you would find it suitable for use in *Sierra News*.—W. Harold Kingsley, Director of Public Relations, C. T. A. Southern Section, Los Angeles.

Knowing the Corona City Schools

A check list of selected items every teacher should know about his school.

If you were talking with a patron of your school, could you acquaint him with the ideas and facts below or answer his questions concerning them?

(Note: On the items in this list which lend themselves to comparison, the teacher should be familiar with the facts not only in his own community but also in the larger units of county, state, and nation.)

Contributions of the School

Provides good educational opportunities for all the children.

Provides educational opportunities through group action at a cost far lower than they could be secured by individuals.

Provides regular and wholesome employment of the child's time.

Assumes many duties the home formerly cared for.

Develops an intelligent citizenry—the basis of social and business progress.

Provides adult educational opportunities.

Serves as a center of community activities.

Provides housing and sponsorship for the group activities of youth.

Serves as an agency for performing emergency social functions.

Economic Values of the School

Money circulating in community as a result of schools—salaries; expenditures for supplies and equipment.

Increased value of property due to schools.

Increased earning capacity of the individual due to education; of the community.

Increased demand for and consumption of many modern products as a result of education.

Increased incentives to industries to locate in the community.

Higher wages because children are kept out of labor markets.

Value of custodial service for all children of school age six hours per day.

Educational Opportunities for Pupils

Curriculum and extracurriculum offerings.

Reasons for recent changes in organization, curriculum, or method.

Standards of buildings and equipment as to health of pupils and effectiveness of their work.

Extent of physical welfare activities for pupils.

Special opportunities provided for atypical children.

The length of the school year.

Per cent of retardation among pupils as a measure of the school's efficiency.

Holding power of the school.

Extent to which the services of the school have been omitted or curtailed due to reduced financial support.

School Finance

Status of board of education—fiscally independent or otherwise.

Amount of school budget.

The tax levy for schools; for all other public service such as fire and police protection, roads, and public buildings.

Kind of tax furnishing most of school revenue.

Amount and proportion of revenue coming from local, state, and national sources.

The distribution of the tax dollar; the school dollar.

Per cent of the annual expenditure which goes for educational services.

For debt services.

The per cent school costs are of the tax collections.

The per cent the value of school property is of the wealth of the district.

The value of public school property per child; in average daily attendance.

The cost of current expenditures per pupil in average daily attendance.

The indebtedness of the school system, both floating and bonded.

Reasons for financial policy of school system.

Financial ability of local unit to support its schools properly, and consideration of whether assistance from a larger unit is needed.

How much school costs have risen since 1914 and why.

Extent of reduction of school budget during the present economic crisis.

Constructive economies effected to meet reduced income.

Suggestions as to how school finances might be placed upon a sounder basis in the future.

Teachers Salaries and Services

The salary schedule.

The average salary of teachers; of custodians.

How teachers salaries compare with those of other individuals of like training.

Did teachers incomes rise along with incomes of other workers in prosperous times?

Training and certification requirements.

The average teacher load.

Number and per cent of teachers attending summer school.

Increased responsibilities of teachers during the economic crisis.

Spelling Made Easy

YOUR PUPILS LEARN MORE QUICKLY WITH THESE PROGRESSIVE TEXTS

The **NEW CORRECT SPELLING** Series of seven books for Grades 2 to 8 were created to make spelling easy and interesting for the student.

William A. Boylan, Ph. D., President of Brooklyn College, and Albert S. Taylor, Ph. D., Assistant Superintendent, New York Public Schools, have collaborated in preparing these up-to-date texts. The progressive vocabulary, arranged to take pupils from the Second through the Eighth Grade, is based on the latest studies of English experts, including Messrs. Gates, Thorndike, Nifenecker, Ayres, Eldridge, and Cook. Each book in the series offers specific advantages:

- (1) Vocabulary scientifically selected.
- (2) Each Spelling Word presented in context for clear meaning.
- (3) Daily dictation exercises.
- (4) "Spelling demons" conquered.
- (5) Adaptable for bright or slow groups.
- (6) Frequent reviews and supplementary exercises.
- (7) Guidance in use of dictionary, poetry for memorizing, correct letter forms, etc., according to grade of pupils.
- (8) Each page is an entire week's work, so that the books are adapted for the Study-Test Method or the Test-Study Method.
- (9) In the lower grade books, colored pictures of every-day activities illustrate the words of the lesson.

**PRICE ONLY 44c FOR EACH GRADE, LESS
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Please send me.....copies of **NEW
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☐ Check enclosed. (Sent postage paid.) Examination copies sent only to Principals and Superintendents upon request.

MENDOCINO COUNTY

GEARING A COUNTY SCHOOL PROGRAM TO COMMUNITY NEEDS

F. R. Leonard, Director of Curriculum, Mendocino County Schools, Ukiah

A COUNTY school system should attempt to meet the needs of the county as a whole and such varying local needs as must, of necessity, arise. An attempt is being made to do this in Mendocino County under the administration of Superintendent John W. Taylor. A continuing program of curriculum revision was begun in 1935 in an attempt to modernize the schools' curriculum.

Teacher participation through group meetings was first inaugurated. These monthly meetings built, and are continuing to build, a teacher consciousness that problems can be solved through cooperative methods of attack.

The problem that loomed largest in attempting curricular development was a dearth of reference materials in the schools of the county. Mendocino County is one of the few counties in California without a county library and, when the program was started, had 64 one-teacher elementary schools, 9 two-teacher schools and 10 with three or more teachers. The smaller schools in particular were isolated and had practically no library facilities.

Obviously a modernized curriculum, with its emphasis on experiencing and problem solving, could not be developed under such conditions. Likewise, many of the experiences that can come to the pupils of these schools must be vicarious. A clear condition of Mahomet and the mountain existed. The children of the schools could not enjoy many of the varied experiences that a modern program demands. In some way the opportunity for as many and varied experiences as possible must be taken to the children.

The first step in meeting this major need was to establish a circulating library, which in the third year of its existence has grown to a total of 60 boxes carrying a total of 1900 volumes of books for all grade levels, on biography, science, nature study, history, industries and fiction. New books coming to each school each month provide a powerful incentive to wide reading. Such books build a background that the children could not otherwise acquire.

Visual education was then encouraged. Through the cooperation of the county superintendent of schools, six "sound on film" moving-picture projectors were placed in as many centers in the county, a county library of 30 films established, and arrangements made to secure other films from visual education centers.

One unique phase of this program is the definite teaching of nature study with sound films, which was inaugurated in ten valley

Views in Mendocino County schools (top to bottom): 1. The visual education operator and equipment (including the generator) have just arrived at a rural school; 2. The children of a two-teacher school are using the unit library in developing a unit; 3. A rural teacher is ready to place her box of books in the car, to the next school.



schools. Specific teaching precedes the film, it is shown to small, homogeneous groups of pupils by a trained operator, and review of the material presented follows each showing. For this work the Erpi films, developed through consultation with specialists in leading universities, are used. A portable electric generator permits film programs in schools not supplied with electricity.

Fifty strip-films on nature study and social studies, for use in two strip-film projectors, can also be supplied from the county office. These may be kept in the school over a

period of time and showings repeated. One of these projectors is supplied with a storage battery so that it may be used in schools without current.

In developing a unit of work in social studies or elementary science, all of these visual aids are available to any school in the county which can be reached by the car pulling the trailer which carries the generator.

Since it was difficult, if not impossible, to develop units of work without reference materials, a unit library was established from which books, pamphlets and mounted pictures are available to every elementary teacher. Over 35 important topical divisions for units of work in social studies and science were selected. These ranged (alphabetically) from Animals through The Farm, The Dairy, The Constitution, Pioneer Life, etc., to The Vikings and The Weather. More than 1800 books and pamphlets were purchased covering all grade levels, and to these are being added over a thousand pictures. Additional books and pictures are being purchased from month to month.

ALONG with this work, the professional library for teachers has been modernized by the addition of currently published books and the discarding of those published before 1910, so that teachers can obtain specific information on the philosophy, methods, and special techniques of modern teaching. This library has been increased to about 500 volumes, and is being added to as new books appear, so that it will provide a wide range of teacher help.

These five methods of attack, namely, cooperative efforts of teachers, wide reading by pupils, audio-visual aids, available reference material for activities within the school, and teacher reference material for professional growth, are helping to solve Mendocino County's curricular problems.

* * *

Ginn and Company have issued pupil's workbooks of directed study and teacher's guides to accompany each of the volumes of the notable Rugg Social Science Series, which deals with Man and his changing society. The workbooks and guides manifest the same high levels of pedagogy which characterize the texts.

* * *

Albert Stern Joins Gregg Staff

GREGG Publishing Company announces the addition of Mr. Albert Stern to its New York office staff in the capacity of Special School Representative. Graduate of College of the City of New York, Mr. Stern taught 20 years in the public schools of New York City, and for the past 13 years was with the Burroughs Adding Machine Company where he had charge of sales to educational institutions, and served as manager of the school for operators. He brings with him to the Gregg Publishing Company a wide circle of friends and a well-rounded experience.

Schools of Today

UNDER the general title "Schools of Today," the Stanford University chapter of Phi Delta Kappa, national professional education fraternity, is on the air with a series of weekly radio programs intended to help acquaint the public with the wide scope of the work being done in the schools today.

These 15-minute broadcasts are being presented over KLV, Oakland, from 11:30 to 11:45 every Saturday morning.

Each week three or four teaching members of Phi Delta Kappa come together to talk over, in informal and non-technical language, various aspects of present-day education. The programs are friendly conversations, aimed at giving parents and the general public a better understanding of the many activities which the schools have undertaken. School-men who are actively engaged in various fields are presented in dialogs dealing with their specialties.

Educators in Central California have called this program to the attention of their communities, especially to such organizations as Parent-Teacher Associations.

Subjects of Schools of Today broadcasts:

March 5—"What Does a Report-Card Mean Today?"

March 12—"Are Teachers People?" (Qualifications, training, etc.)

March 19—"Teaching Materials Today."

March 26—"The Modern Classroom."

—Donald L. Cherry, radio advisor, Sequoia Union High School, Redwood City.

The new girls shower house at Hughson Union High School, Stanislaus County, is now ready for use. The building, a WPA project, is modern and complete in every detail.

* * *

San Mateo County Stories

STORIES of San Mateo County, by Eleanor Freeman, Director of Curriculum, is off the press. This attractive book of "children's stories of the long ago" is dedicated to the boys and girls so that they "may grow in understanding and appreciation of the romantic history of this county."

May these stories arouse within them a deep desire to learn more and more about San Mateo County and to pass on to those who come after them the tales of the colorful days that are gone but not forgotten."

The author, a distinguished educator recognized throughout the State of California, has made a definite contribution to child life. The significant stories are written within the limited vocabulary of children.

Miss Freeman understands the educational needs of boys and girls. She has told the stories of early days in all parts of San Mateo County and has provided study guides and interesting activities at the end of each story.

The attractive book, bound in crimson and lettered in gold, has 19 full pages of illustrations of charming spots in San Mateo County. Copies are not for sale. They will be placed in local school libraries.

The Atlantic Prize Text in the Social Studies

PROBLEMS AND VALUES OF TODAY

By Eugene Hilton

Principal of the Allendale School,
formerly Supervisor of Social Studies,
Oakland, California

Active classroom experience developed this integrated text in the social studies for the eleventh and twelfth grades. In two books it presents closely correlated readings, exercises and projects covering vital topics in the world today — economic, social and governmental.

Book One Is Ready, \$1.60

Book Two Is Coming Soon

LITTLE, BROWN & CO.

PUBLISHERS, BOSTON



To Your Good Health!

UNCERTAIN tenure, poor pay, the sharp words of a supervisor, too-large classes, the imposition of provincial social standards, noise, problem boys, and girls are a few of the daily threats to the American teacher's health of body and mind described in *Fit to Teach*, current yearbook of the Department of Classroom Teachers of the National Education Association.

More than 5000 teachers helped the department's committee show what ills befall today's schoolroom workers and why; hundreds of authoritative sources are drawn upon to make this volume of 260 pages a compendium of ways to cure and prevent these ills.

Do teachers suffer from occupational impairment of health? In 1896 84% of the teachers in a large city testified that any person's health was seriously undermined by five to ten years in the classroom. The more than 5000 experienced teachers—average age 39 years—who set their life-story of health intimately and frankly on record for this volume have a different story to tell.

Do you eat sensibly, dress hygienically, succumb to "the blues," sleep long enough? Do you take yourself too seriously, worry because you aren't married—or because you are—or find it difficult to relax? Do you take too little exercise, weigh too much, or postpone indefinitely the periodic health examination which common sense dictates? Well—so did many of these 5000 teachers, in a check list of health habits, teaching conditions related to health, and out-of-school health influences.

The book does not stop there. It tells what the teacher can do, what teachers or-

ganizations can do, what schoolboards, teachers colleges and others who are responsible for the training and environment of the teacher can do to promote that vigor, energy and vitality which are the radiant signs of good health.

During the school year 285,000 teachers are absent from work on account of illness, losing a total of 2,000,000 days. Every year teachers die who should have lived longer, or suffer pain and illness that should have been avoided. Keeping fit to teach is important for school children—important for school teachers.

This volume, part of an extensive program of teacher welfare undertaken by the National Education Association, is available for \$1. Write to the National Education Association, Washington, D. C.

* * *

Transportation of Pupils

GEORGE C. MANN and Ernest E. Oertel, of the State Department of Education, recently have made an extensive study of the cost of pupil transportation in connection with the recent federal study of local school units in California.

In the State Department's official publication (*California Schools* vol. 8, no. 12), Mr. Mann has an excellent summary comprising seven pages and with extensive statistical tables by counties.

He shows that the annual pre pupil costs for transportation varied greatly among counties. The range of expenditures per pupil for transportation in elementary schools was from \$6.41 in San Francisco City and County to \$48.18 in Alpine County, with a median of \$16.30. The range of expenditures per pupil for transportation in high schools was from \$9.66 in San Francisco City and County to \$94.12 in Mariposa County, with a median of \$30.27.

The importance of pupil transportation as a means of rendering more equal the educational opportunities provided for the children of the state, and the large and increasing amounts annually expended for this purpose, justify increased attention on the part of school administrators to the problems of transportation costs.

* * *

Marjorie Boyce of Turlock High School is chairman of the Turlock High School Teachers Forum Committee that is giving an attractive program of public forums this year.

* * *

John C. Winston Company has issued *Historic Currents in Changing America*, a new American history for high school use, by Carman, Kimmel and Walker. This large-sized, excellently printed text of over 850 pages is splendidly illustrated and admirably arranged. It is comprehensive, beginning

with Old World backgrounds and coming down to 1938. It emphasizes economic and social aspects of our nation's evolution. The style is concise, clear and interesting. The 320 illustrations include many famous cartoons and caricatures. There are 87 maps, pictorial charts and grafts and an unusually fine index of 50 pages.

* * *

Playwriting Contest

SAMUEL FRENCH, play publishers, of Los Angeles and New York City, are sponsoring a playwriting contest for high school and junior college students in cooperation with the Western Association of Teachers of Speech.

The three prize-winning plays will be presented in actual performance at tenth annual convention of Association in Seattle during November 1938. The awards will be made at that time.

Anyone interested should write immediately for instructions and enrollment blanks, addressing Samuel French, 811 West Seventh Street, Los Angeles.

* * *

Dr. Eugene Hilton, principal, Allendale School, Oakland, and former supervisor of social studies, Oakland Public Schools, is author of *Problems and Values of Today*, a series of students guidebooks for the study of contemporary life, volume 1, published by Little, Brown and Company of Boston.

This substantial text of 650 pages is admirably illustrated by Ruth Taylor. Highly praiseworthy, this text has grown out of a real school situation and brings the present-day secondary-school pupil closer to the real problems of our times.

* * *

E. M. Hale and Company, Publishers, 5193 Plankinton Arcade, Milwaukee, have issued *Getting Ready to Read*, Mother Hubbard's Seatwork Cupboard, Reading Shelf A, an interesting modern primary workbook, with many bright colored pictures.

The Mother Hubbard series is companion to the Child Activity Readers and provides a graduated approach to word recognition. Hale also publishes the Picture Script series, written and planned by staff members of Lincoln School, New York City.

* * *

Healthy Life Series

JOHAN C. WINSTON COMPANY has issued the praiseworthy Healthy Life Series by Fowles, Jackson and Jackson.

The 6-book edition has a book for each grade, grades 3-8. There is a 3-book edition, 1 book for grades 3 and 4 and one for grades 5 and 6 and one for grades 7 and 8. Dr. Charles H. Mayo of the Mayo Clinic, Rochester, Minnesota, has written an introduction.

VACATION Position Open \$200-\$300 per Month

We are looking for several thoroughly experienced women teachers with special qualifications for summer vacation positions in our field organization. We are advertising this far in advance because we are looking for key people who do not ordinarily answer advertisements but who would be interested in a vacation position that will pay successful applicants from \$500 to \$750 for the summer plus a highly profitable and enjoyable experience.

Ten teachers were selected for similar work last summer averaged \$344 each for the month of August. The leader of the group earned \$595.87 in August, \$1,240.34 for the vacation period.

Successful applicants must be women between the ages of 27 and 40, have at least 3 years' Normal School or College training with 3 or more years of teaching experience. Those whose teaching experience has been in the social studies or the sciences, or who have had experience with new type curriculum work will be given preference.

Please write at once stating age, education, teaching experience, business experience if any, the date your school closes, length of time you can work, and whether or not you are free to travel. Personal interviews will be arranged with those selected. All applications will be kept confidential and will be acknowledged.

F. E. COMPTON & COMPANY

422 Beaux Arts Building, Los Angeles

KINDNESS

N. E. Olson, Teacher, Tulare High School

ONCE there came into my class of first year high school students a boy about whose background I knew something. I knew that his two older brothers were a great deal of trouble to their teachers. I knew that this boy had caused much trouble in the elementary school.

I meditated for some time on how to approach this boy because from the very first day he showed a tendency to do the things that he was not supposed to do and was watching for a chance to do something daring.

I once heard a man say, "I guess it's my nature to be stubborn. Anyone can kill me with kindness, but let him try the other thing on me!" I decided this would be good psychology to use on this boy. I thought, too, that I would try to make him feel important. So consequently I tried these two remedies on him:

I began by asking him simple questions and making him believe that he could do his work if he tried. Next day I asked him if he would take the absence slip to the office. This made him feel important and his face showed it. That day in class he worked pretty well and he did not show any sign of obstinacy.

Next day I had some work that I wanted done and assigned him to it. He worked part of the period on it, and wanted to know if he could come in after school to finish his task. After that I knew he wouldn't give me any trouble.

He finished the year with a good grade and was always co-operative and willing to do any task that he was asked.

I think this boy needed kindness shown to him. I just happened to strike the right thing to do.

* * *

United States of America

LAIDLAW BROTHERS, educational publishers, 320 East 21st Street, Chicago, have brought out a new American history for upper grades and junior high schools, *United States of America*, by McClure and Yarbrough. This is one of the Laidlaw social studies series, *Our Developing Civilization*.

The new text emphasizes the social, economic, and geographical aspects of history rather than the political and military. The illustrations are reproductions of original drawings, drawn especially for the text. A substantial volume of 675 pages, beautifully printed and sturdily bound, with most of the pictures in color, this concluding book of the series is worthy of much commendation.

Laidlaw Brothers, educational publishers, 320 East 21st Street, Chicago, have brought out a *Junior Anthology, Studies in Prose and Poetry*, in three large volumes. By Weltons, McTurnan, and Smith, all of Indiana, the set is for the junior high school level.

Each book is arranged in well-balanced half-year programs. The selections are divided into sections built around centers of interest. Wise choice of interesting modern and classical material and excellent informal teaching aids tend to humanize the teaching of literature.

Each book has a helpful preface for the teacher and one for the student.

* * *

Living Safely, by Bowman and Boston of Indiana, is a modern text of 178 pages (workbook size) published by Macmillan.

Simple in language, thorough in treatment and interesting in style, with many illustrations, this text teaches safety in home, school, farm, playground and highway. There are chapters on fire prevention, first aid, motor vehicles, health and disease. It awakens the will to safety and encourages a positive attitude towards safety as a social obligation. Each of the 88 lessons provides activity programs.

* * *

Reading Tests

DURRELL-SULLIVAN Reading Capacity and Achievement Tests; Intermediate Tests for grades 3-6; specimen set 45 cents postpaid. Durrell Analysis of Reading Difficulty for grades 1-6; examiner's kit \$1.65 postpaid. By Donald D. Durrell and Helen Blair Sullivan, director and associate director, Educational Clinic, Boston University. World Book Company.

For a number of years Dr. Durrell, with the assistance of Miss Sullivan, has been doing notable work on the diagnosis and correction of reading disabilities. Through their researches and practical experience at the Educational Clinic of Boston University and in public schools, these two specialists have developed effective procedures and materials for remedial reading, of which the measurement and diagnostic aspects are made available for general use in the two tests now before us.

The purpose of this new test material is to discover and analyze reading difficulties so that remedial work may be planned to correct the specific causes of an individual child's failures in reading.

The material is simple, easy to give (30-40 minutes for Capacity and Achievement Tests; 30-60 minutes for the Analysis) and inexpensive. The method is practical for use in any school system, and schools are few where it may not save at least one life educationally.

Rugg Social Science Series

OUR COUNTRY and *Our People*, an introduction to American civilization by Harold Rugg, Professor of Education, Teachers College, Columbia University, is volume 1 of the revised junior high school course in the Rugg Social Science Series.

The series as a whole, entitled *Man and His Changing Society*, is published by Ginn and Company.

Our Country and Our People is not a revision but is essentially a complete new book incorporating all of the high and unique features which have given the Rugg series international fame.

There is a pupil's workbook of directed study and a teacher's guide to accompany this volume.

STANDARD School BROADCAST



(A design by an elementary school student — suggested by Standard School Broadcasts)

MORE than 3,300 schools in the Pacific West listen to the Standard School Broadcast on Thursday mornings. It helps students to develop a discriminating taste in music.

Advanced classes are now studying "The Music of Europe" and the Elementary group "America's Colorful Heritage." The School Broadcast is closely allied with the Standard Symphony Hour, broadcast Thursday evenings. Make these broadcasts a part of your musical education.

Thursdays: 11:00 a.m. and 8:15 p.m., over KFI, KPO, KGW, KOMO, KHQ. KFSD broadcasts the morning program only.

**STANDARD OIL COMPANY
OF CALIFORNIA**

CTA HONOR SCHOOLS

SCHOOL STAFFS 100% ENROLLED FOR 1938 IN CALIFORNIA TEACHERS ASSOCIATION. FURTHER LISTS WILL APPEAR IN APRIL

Central Section

Fresno City—19 schools 100%: Fresno High, Fresno Technical High, Jane Addams, John Burroughs, Morris E. Dailey, Einstein, Emerson, Franklin, Fremont, Heaton, Jackson, Jefferson, Lafayette, Lowell, John Muir, Parental, Chester Rowell, Teilman, and Winchell. — *Mary R. McCardle, teacher, Fresno High School.*

Madera County—County office, Ahwahnee Sanatorium, Alpha, Arcola, Bass Lake, Berenda, Bethel, Chowchilla Elementary, Chowchilla Union High School, Central, Coarse Gold, Dairyland, Fairmead, Fresno, Gertrude, Green, Hanover, Hawkins, Howard, Knowles, Madera Union High School, Manzanita, Mt. View, North Fork Union Elementary, Polk, Raymond Elementary, Ripperdan, Sharon, Spring Valley, Sweet Flower, and Webster. — *Howard L. Rowe, County Superintendent of Schools, Madera.*

Kern County—Maple School.

Tulare County—Allensworth, Central, Porterville Union High School, Pixley, St. Johns, Lindsay: Jefferson, Washington. — *H. W. Kelly, Visalia.*

Bay Section

Alameda County—Alviso, Castro Valley, Del Valle-Arroyo School at Livermore, Niles, and Warm Springs. Emeryville: Anna Yates, Sutter and Emery High School.

Berkeley—Columbus, Emerson, Jefferson, John Muir, Le Conte, Washington, and Whittier.

Contra Costa County—Hot Springs and Liberty Union High School at Brentwood. Pullman School at Richmond.

Lake County—Lower Lake Elementary and Kelseyville Union High School.

Marin County—Lincoln, San Quentin, and Tiburon.

Napa County—Pope Valley and St. Helena Union High School.

San Joaquin County—Calaveras, Atherton, Banta, Davis, Elkhorn, Elmwood, Kingston, Liberty, Lindbergh at Manteca, Naglee, San Joaquin, Summer Home, Veritas, Washington, Escalon Union High School, and Ripon Union High School.

Santa Clara County—Burnett, Hall's Valley and Montebello.

Solano County—Allendale, Browns Valley, Canright, Center, Collinsville, Cooper, Crescent Island, Currey, Dover, Elmira, Fairfield, Falls, Flosden, Gomer, Grant, Green Valley, Liberty, Maine Prairie, Oakdale, Olive, Owen, Peaceful Glen, Pleasants Valley, Rhine, Rockville, Ryer, Silveyville, Suisun, Tolenas, Tremont, Union, Willow Springs, Wolfskill, Armijo Union High School, and Vacaville Union High School.

Vallejo—Grant School.

Sonoma County—Daniels, Duncans Mills, Franz, Freestone, Geyserville Elementary, Junction, Lakeville, Mt. View, Ocean View, Todd, Wallace, Wilfred and Cloverdale Union High School. Petaluma: Lincoln, McKinley, Washington, Cotati Branch Junior High and Pennngrove Branch Junior High.

Stanislaus County—Monte Vista and Newman Elementary—Yolo and P Street Schools.

Modesto—Capitol School.—*E. G. Gridley, Secretary.*

* * *

New officers of Southern California Social Science Association are,—president, Raymond R. Brown, Garfield High School, Los Angeles; vice-president, William C. Quandt, Beverly Hills High School; secretary, Samuel Oelrich, Garfield High School, Los Angeles; treasurer, Robert Johnston, Covina High School.

* * *

Teaching the Constitution

FOR ten years Nebraska State Teachers Association has had a committee on Teaching the Constitution. Two bulletins have been prepared by the committee and published by the state association; a third one will soon be off the press. Every teacher in every public, private, and parochial, rural, grade, and high school in the state has received the second bulletin. The bulletin contains many practical suggestions that may be used by teachers in vitalizing the teaching of the Constitution.

Any interested superintendent or principal in California can receive a free copy by writing to the chairman of Nebraska State Teachers Association committee, Professor E. P. Wilson, State Teachers College, Chadron, Nebraska. Please enclose stamp.

Mrs. Eugenia West Jones, past president, N. E. A. Kindergarten Primary Department, and kindergarten teacher, First Street School, Los Angeles, and M. G. Jones, principal, Huntington Beach Union High School, recently served on the state committee for California for the celebration of President Roosevelt's Birthday, said committee to act for the Infantile Paralysis Foundation for children under 16 years of age. Mr. Jones is president, N. E. A. Department of Secondary School Principals. Two educators served in each state.

* * *

The American's Creed

NATIONAL Society of the Daughters of the American Revolution are sponsoring April as American Creed Month. Following a nation-wide contest, the award of \$1000 offered by the city of Baltimore was bestowed in April 1918, upon William Tyler Page. His "American's Creed" was accepted by United States Commissioner of Education on behalf of United States Government. The Creed is:

"I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a Republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable, established upon the principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies."

Mrs. F. Leland Watkins, radio chairman, North Dakota Daughters, National Society of the Daughters of the American Revolution (308 Eighth Street South, Fargo, North Dakota), is member of the national committee.

* * *

STAMP CLUB MEMBERSHIPS For Your Classes!

ALBERS STAMP CLUB helps members get valuable stamps and collectors' equipment free in exchange for the coupons in all Albers Cereals. Each member receives membership card and folder showing stamps and equipment he may own. Many teachers have requested memberships for their classes to encourage interest in history, geography and foreign languages. Perhaps you would like to make this club available to your pupils, to give them a fine start on a collection.

HOW TO GET MEMBERSHIPS:

Just write to Albers Bros. Milling Co., Stuart Building, Seattle, Washington, stating the number of memberships you want for your pupils.

Summer Session for TEACHERS

Fit yourself for advancement by attending Woodbury Summer Session. Take training under teachers who have won the highest laurels of any faculty in America. All commercial subjects, including Functional Shorthand; also Commercial Art, Costume Design and Interior Decoration. Delightful summer climate. Classes in our magnificent new building. Sightseeing trips and recreational opportunities.

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Send for Summer School bulletin

WOODBURY COLLEGE

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CHILDREN'S LITERATURE

THE MAGIC HIGHWAY TO ADVENTURE

Jessie Hanlon, Teacher, First Grade, Atascadero Elementary School
Trammel W. Moore, Principal

BOOK WEEK has come and gone again leaving with us the realization that we can travel the magic highway to Adventure.

Good books are the magic carpet on which we can vicariously transport ourselves and others to anywhere we will.

Or, we can perform magic and change ourselves into someone else—a better person—by reading and following sound advice in some of our new books on Personality. Do you know *Behave Yourself?* Children of junior high school age and younger are reading and appreciating the lessons it so humorously gives.

Guidance in the primary grades is as essential as anywhere else. We can best do our counseling through the medium of good literature. "In each human heart are a tiger, a pig, an ass, and a nightingale. Diversity of character is equal to their unequal activity." Each of these traits can be encouraged or discouraged in the very small child through the stories he loves—for though not didactic, they do have a lesson.

The story of *Little Black Sambo* shows children the fierceness and selfishness of tigers and how through these they came to their destruction. The story of *The Tidy Angel* very subtly warns the child against the traits of the pig's slovenliness and selfishness. *The Little Gingerbread Boy* was really a stupid little fellow with too much arrogance. *The White Dove*, and many other similar stories, emphasize the "nightingale" quality in character.

The Book Week Bulletin says, "Today there is a great need for perspective on the entire orange of human adventure and on the enduring values which somehow survive the recurrent periods of violence and confusion." Books bring children tranquility—something that is sadly lacking in this age of ours.

Mabel Williams, supervisor of school work, New York Public Library, gave five rules in an article in *Child Study*, for grown-ups to follow in guiding children's reading:

1. Avoid forming fixed standards of reading and achievement.
2. Have faith in the normal natural growth of taste in reading.
3. See that boys and girls are constantly exposed to good books—in the home, the school, and the public library.
4. Expect young people to express their rapidly changing interests and tastes through the books they select.
5. Express a non-critical interest in the reading of young people so that they will never hesitate to discuss the books they are reading.

During Book Week our Fourth Grade children made little theaters as their book reports, depicting the stories they had read. They shared the pleasure gained from these by showing and giving a brief explanation of each to the primary grades. Next fall, these little theaters will be used as peep-shows at the P. T. A. carnival—in which the children always take a very active part. The carnival itself is an activity in reading as it provides numerous meaningful experiences.

We can even read books that help us to read, not only in the old sense of merely getting thought from the printed page but also of bringing thought to that page. Carol Hovious book *Following Printed Trails* will do that for you.

The nursery rhymes and books that mothers read to tiny children carry over into the years to come. As May Becker so beautifully expresses it in her book *Adventure in Reading*—"Long years after a child with such a babyhood may hear a poem that will stir deep down under memory, and he may suddenly see once more a lost star twinkling through the glass of a long-closed nursery window."

OREGON SUMMER SESSIONS in 1938



UNIVERSITY OF OREGON EUGENE

Regular Session: June 20 - July 29
Post Session: August 1 - August 26

OREGON STATE COLLEGE CORVALLIS

Regular Session: June 20 - July 29
Second Session: August 1 - Sept. 2

PORTLAND SESSION PORTLAND

Regular Session: June 20 - July 29

OREGON NORMAL SCHOOL MONMOUTH

First Session: June 6 - July 15
Second Session: July 18 - August 19

SOUTHERN OREGON NORMAL SCHOOL, ASHLAND

First Session: June 6 - July 15
Second Session: July 18 - August 19

EASTERN OREGON NORMAL SCHOOL, LA GRANDE

First Session: June 6 - July 15
Second Session: July 18 - August 19

INSTITUTE OF MARINE BIOLOGY COOS HEAD

Regular Session: June 20 - July 29



For bulletins and information, address:

Alfred Powers
Director of Summer Sessions
Oregon State System of Higher Education
814 Oregon Building
Portland, Oregon

Authorized by
State Board of Higher Education

SOMETHING NEW — SOMETHING DIFFERENT WEST COAST SCHOOL of NATURE STUDY

THE OUTDOOR SCHOOL FOR COLLEGE CREDIT
YOSEMITE JUNE 19 to JUNE 25 JULY 4 to JULY 10
JUNE 26 to JULY 2 ASILOMAR JULY 10 to JULY 16
Write P. VICTOR PETERSON, San Jose State College

(Continued from Page 12)

their sex, and at the same time they are urging social reforms which will promote the progress of Indian womanhood.

The educated women of India are determined to improve the conditions of woman's life.

NEARLY all of the leaders of the women's movement have been educated in missionary schools and colleges or in England and America. A great deal of valuable educational work is done by the many Christian missions of various denominations operating throughout the country.

I was astounded to see the advanced methods of instruction in many of these mission schools. They are not only talking

integration, but they are integrating. They are making extensive use of the project method and visual aids.

The determination on the part of the educated women backed by husbands who are men of learning and culture, is one of the most hopeful features in the present Indian situation. Progress is slow in India, but its rate will be accelerated as education spreads.

* * *

George W. Hall

GEORGE W. HALL, who probably holds the record for the longest continuous service as a school administrator of any educational official in the United States, resigned at a recent meeting of the Board of Education of San Mateo Elementary School District, his resignation becoming effective March 1, 1938.

Mr. Hall began his service as principal and superintendent of the San Mateo School District on January 1, 1894, and has served continuously as superintendent for over 44 years. Prior to that time he was principal of the Half Moon Bay Grammar School in San Mateo County, and also was teacher in several rural schools. Mr. Hall commenced his teaching career in 1878, and so has a record of 60 years in the public schools of California. He has been a member of the County Board of Education of San Mateo County since 1900, and during many of those years has been president of the board.

San Mateo Teachers Association recently honored the retiring superintendent at a dinner-meeting in Benjamin Franklin Hotel, San Mateo, at which many of Mr. Hall's former co-workers and students, as well as all of the teachers of the district, were present.

The meeting was under the direction of Gertrude Coffaney, president of San Mateo Grade Teachers Association. Many of Mr. Hall's former pupils, who have attained prominence in civic affairs gave reminiscent talks. A laudatory resolution, passed at the last session of the City Council, was read by the Mayor.

The officials of San Mateo County told of their associations with the retiring superintendent. Pansy Jewett Abbott, county superintendent of schools, gave the main speech of the evening.

As a closing tribute, Minnie Edwards, oldest principal in point of service in San Mateo school system, presented to Mr. Hall the facsimile of a plaque which will adorn the Central School, the name of which has now been changed by the Board of Education to the

GEORGE W. HALL SCHOOL

The Board of Education of San Mateo County elected as Mr. Hall's successor Leil Young, who has been principal of a San Mateo school. Mr. Young, before entering school work, was an officer in the United States Navy and is a graduate of Annapolis. His many friends bespeak for him a successful administrative experience in his new position.

SIERRA EDUCATIONAL NEWS

U. S. C. Reorganization

SOcial and cultural development of the college student, as well as his personal and intellectual betterment, will be more fully achieved through the recently-completed reorganization plan for the College of Letters, Arts, and Sciences at the University of Southern California.

Becoming effective at the beginning of the next academic year, September 1938, the plan embodies three principal objectives. It was formulated after a year of study by a committee under the chairmanship of Dr. A. S. Raubenheimer, dean of the college, and has received the approval of President Rufus B. von KleinSmid.

Objectives as outlined in the report of the plan are:

1. A more comprehensive cultural background as developed through a well-rounded first and second year of undergraduate work.
2. Creation of the Division major, providing the student with either the Division or Department major for his third and fourth years.
3. A special Honors curriculum for third- and fourth-year students who have a 2.0 or better average.

Four fundamental course groups: "The Development of Man and His Culture," "Problems of Human Behavior," "Problems of Modern Society," and "The General Principles of the Sciences," have been established for the lower division students.

Man and Civilization courses, previously taught in the various departments (religion, history, sociology, etc.), are consolidated into one centrally administered, non-departmentalized course. A staff from the general faculty will present bi-weekly lectures to large groups, with smaller conference and discussion group meetings also being held.

General Psychology is supplanted by a course in "Problems of Human Behavior," dealing broadly with the nature of human endowment, mental life, habit formation, learning, personal and social adjustment. "Problems of Modern Society," an introduction to the world of human affairs, is an added course, both required of second-year students.

This more comprehensive, well-rounded initial two years of study is designed to better aid those students who are forced to terminate their collegiate work at that time. It also fits students more appropriately for upper-division work, facilitating the bridging of the gap.

SANTA BARBARA SCHOOL OF NATURE STUDY

August 8 - 19, 1938

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For full information and illustrated bulletin write

Harrington Wells, Director
SCHOOL OF NATURE STUDY
SANTA BARBARA STATE COLLEGE

THIS YEAR

Mills' College

Summer Session
and
Progressive Education Association
Workshop
FOR MEN AND WOMEN
June 26 — August 6

Courses for Teachers in all departments; credit towards advanced degrees and teaching credentials.



DEPARTMENTS AND STAFFS

Art — Alfred Neumeyer, Edgar Breitenbach, Gustav Breuer, Leon Kroll, Bernice Weimann.

Dance and Sports — Rosalind Cassidy, Margaret Newport, Marion Avery, Bonnie Bird, Bob Clark, Cornelia Cress, Lou Harrison, Lester Horton, Ruth Herbig, Claire Johnston, Hilda C. Kozman.

Child Development — Mary W. Bennett, Dorothy Bolton, Sidney Kaplan, Charles Stevenson, Jean L. Tiede.

Education — W. E. Armstrong, Esther A. Dayman, Cora Paine McKay.

Progressive Education Workshop — Lois Hayden Meek, Director.

French — Helen Marburg, Pierre Brodin, Mathurin Dondo, Louise B. Glenn, Alfred Glauser, Edmond Masson, Roberta Masson, Leonard Messier, Maurice Rosen, Benjamin Woodbridge, Jr.

Music — Luther Brusie Marchant, Domenico Brescia, Marcel Grandjany, Laurent Halleux, Alma S. Kennedy, Marcel Maas, Robert Maas, Alphonse Onnou, Germain Prevost.

International Relations — Seminar — Dean Rusk, Leader.

For further information address W. E. Armstrong, Convenor of the Summer Session, Mills College, California.

Recreation Training Institutes

FOUR Recreational Training Institutes are being conducted in California by National Recreation Association, which has western offices at 209 Ledyard Building, 314 East Union Street, Pasadena; Glen O. Grant is western representative. Descriptive folders giving full details may be obtained from that address.

Los Angeles institute dates are March 14-April 8. San Francisco institute was held in early February. Sacramento institute will occur April 18-May 13. The concluding one will be held in Oakland May 16-June 10. University credit is being afforded in all institutes through University of California, Extension Division.

These training programs are being conducted nationally throughout the larger states. Their purpose is to help make more effective present recreation services; to bring to leaders of leisure-time agencies through nationally-known authorities new inspiration and a new interpretation of objectives; to establish high standards of excellence in recreation; to bring a fresh point-of-view to paid and volunteer workers; to develop better understanding of recreation principles, techniques and methods, and to give recreation leaders an opportunity to increase their skill in conducting recreational activities; to give to board members and civic leaders a new understanding of the significance of the present opportunity offered in the leisure-time field in relation to home, church, school and public and private recreational agencies; to encourage effective cooperative planning and action.

* * *

The beautiful and modern plant of Lincoln Junior High School at Lindsay, Tulare County, was recently inspected during an all-day meeting there of Tulare County school executives. In joint session were the county high and elementary school principals associations, with Lindsay principals as hosts. Among the speakers were Dr. Alfred Christensen, Walter B. Knokey, Emmett Berry, and Harold Olson.

* * *

Junior Conservation Corps

AT Corning elementary school, Tehama County, a junior conservation corps was begun in October 1936 by the sixth grade. Advisor was Fred G. McCombs, vice-principal of the school. Sierra Educational News in September 1937 published an excellent illustrated paper by Mr. McCombs concerning the conservation project there.

The junior conservation corps has now issued Volume 1, Number 1 of a new publication — 15 mimeographed sheets, with handcolored cover page. Bobby Innis, editor, in his opening editorial writes, "This paper is dedicated to and for those who are interested in conservation. We hope it will encourage the thought of conservation in other schools."

Mrs. Harriet Hummel, teacher, English Department, San Jose High School, for the past 16 years, has retired on pension. Graduate of Stanford University, she was instructor, English Department, San Jose Normal School, 1895-1906, when she married Mr. Hummel and went with him as educational missionary to Africa. After 6 years there, the Hummels returned to the San Jose region.

* * *

Retirement News

RECENT official report of California State Teachers Retirement System, Sacramento, Ralph R. Nelson, actuary, shows that the book value of the total investments

in the permanent fund is over \$9,300,000 as of December 31, 1937. The book value last July (July 1, 1937) was \$8,535,000. The book values of the securities owned by the annuity deposit fund at July 1, and December 31, 1937, are given as \$238,000 and \$409,000, respectively.

During the period October-December 1937 the following California teachers on the retirement allowance roll were removed by death:

Eudora C. Allen, Hugh J. Baldwin, Lola A. Balis, Henry G. Clement, Mary A. Doughty, Mary E. Edwards, Albert G. Elmore, Philomena Goodman, Annie M. Hagarty, Charles H. Ham, Jennie L. Heap, Carrie E. Johnson, Clara Lillibridge, Mary J. Lombard, Edgar L. Mitchel, Carrie J. Newberry, Fannie D. Noe, Earnest A. Owen, Mary E. Traynor, Nettie Trovinger, Eleanor B. Weyers, David W. Whipple, Charles H. Woods.



Here you see future business leaders. One of the main business departments in session at Heald's.

"Well! This is without exception the finest room of its kind in the United States."

This statement was made by Mr. John R. Gregg, famous educator and author of "Gregg Shorthand," as he entered the door of the room shown above.

It was not only the room that called forth the above remark from Mr. Gregg—it was the inspiration he felt in seeing a room of this size filled with earnest workers—young men and women training to master the rules of

Business as Taught at Heald's

For seventy-five years this institution has carried forward the tradition of sound American Business Principals. Heald College is a college of workers; of instructors who know how to fill each hour of student time with sixty solid minutes of practical information; of intensive training which gives a thorough and complete educational equipment in the shortest possible time.

With the least investment of time and money, the Heald student is taken over the shortest possible road to a forceful up-to-date commercial education—he arrives quickly at the root of business, thereby assuring himself of a broad and intimate knowledge of the modern world of Commerce and Industry.

Thus, if it is a matter of modern methods, practical instruction, thorough training, economy of time, a saving of money and certain success, then it must be a Heald Training you seek.

For complete information, write or interview
A. L. Lesseman, or Phone ORdway 5500

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MANUAL TRAINING

EXPERIMENT IN MANUAL TRAINING

Jack Parsons, Manual Training Instructor, Placerville, El Dorado County

MANUAL TRAINING, in all the elementary schools I have contacted, consists primarily of teaching the child the use of woodworking tools and the beginning of training for the craft of cabinet-makers. While the first objective is desirable, the latter is debatable. Few schools can afford and fewer provide the expensive machinery necessary for use in later life in the trade of cabinet-maker.

Rural schools either limit manual training to extra-curricula activities of the eighth grade pupils and let them make simple toys or small objects under the great handicap of having few tools, or neglect it entirely. Those schools that do have adequate facilities and trained teachers accomplish fine results and in general aid in the developments of boys' skills—however, we are not concerned with that type of school in this article.

Our school began a program this year, covering a two-year course, in which the boys in their seventh grade begin to learn the use of such tools as the square, plane, chisel, rasp, etc. We start with a simple object such as a bill-file to learn the process of squaring stock; then progress to more difficult items such as book-ends, flower stands, book-cases, taborets, tool-chests, telephone tables and the like. This will be carried on during the entire seventh year and the first half of the eighth. It also will include care of the tools, finishing and painting of the objects made.

The last half of the eighth grade we de-

vote to a course which may be termed "Handicrafts in the Home." In it are contained such items useful in later life and items they will get in no other course of their further studies. It may be best described by outlining the various steps in the order in which they are to be taken up.

1. Carpentry

- a. Strengthening tables and chairs.
- b. Repairing toys.
- c. Repairing patches in the ceiling.
- d. Repairing door hinges and fastenings, fixing screens.
- e. Repairing window sashes and fastenings.
- f. Laying shingles.
- g. Revarnishing floors, tables, etc.
- h. Replacing window-panes.
- i. Attaching drawer-handles.
- j. Sharpening knives, axes, etc.

2. Plumbing

- a. Repairing toilets.
- b. Repairing faucets.
- c. Replacing washers.
- d. Fixing pipe leaks (and soldering).
- e. Clean out sink-trap.

3. Electricity

- a. Repairing irons.
- b. Repairing electric sockets, fixtures, connections.
- c. Replacing globes and fuses.
- d. Simple radio repairs and testing tubes.
- e. Repairing doorbells.

4. Miscellaneous

- a. Repairing broken china.
- b. Repairing broken backs of books and replacing pages; varnishing books.
- c. Hanging curtains and pictures.
- d. Replacing typewriter ribbons.
- e. Repairing leaky pots and pans.
- f. Sewing on buttons.
- g. Repairing window shades.
- h. Mend upholstery.

There is never any trouble about setting the stage for such a course for what school has not window-panes that need replacing, radios that occasionally get out of commission, books that need strengthening, tables and chairs that need attention, screens that demand aid?

Every boy will have to sew on buttons at some time in his life—why not learn the correct way? If the school does not have a shingle roof it is easy enough to find one in the neighborhood that the owner is glad to have repaired. And what teacher cannot find some chinaware that requires mending?

It is safe to say that in most cases the already over-burdened custodian is required to do such tasks as replace window-panes, fix the radio, etc. All the items mentioned above are based on later need and actual practice is required, not merely "showing how it is done."

* * *

"The Poly High," published by the English Department, John H. Francis Polytechnic High School, Los Angeles, in its 1937 issue is a particularly praiseworthy volume of 78 pages, with many linoleum-block illustrations by the illustration class. It is a product of the high school press there.

Santa Clara County Teachers Association recently inaugurated a practice which should be emulated by county boards of supervisors throughout California.

Lewis H. Britton, Santa Clara County Superintendent of Schools, who has worked faithfully in the schools of the county for many years and who has been a strong supporter of the county teachers association, was sent as a representative of the association to the convention of American Association of School Administrators at Atlantic City, with full expenses paid. H. T. Stewart of the San Jose schools, who was president of the county association last year, proposed the plan.

* * *

Nora Ashfield

MISS NORA ASHFIELD was a native of Redding, California, and began her teaching in the schools of Shasta County.

In 1904, she came to Richmond as a teacher in the Washington School. Four years later she became principal of that school, which position she held until 1921 when she was appointed assistant superintendent of Richmond schools. Due to ill health, she retired in 1930, and returned to her old home in Redding where she passed away on February 4, 1938.

A woman of kindly disposition, she combined it with a wide fund of human understanding and executive ability which endeared her to all with whom she was associated. Hundreds of her former students will mourn her passing, for she wielded a wonderful influence for good in her work.

She was a strong worker in California Teachers Association, and upon her retirement, was made an Honorary Life Member. She was a past president of the Administrative Women and active in the Business and Professional Women's Club work.—Walter T. Helms, Richmond.

* * *

Carl G. Winter, teacher in Union High School of Elk Grove, is a contributor in a recent N. E. A. Journal in the article Let Students Write Their Own Histories. First student historians, then history students, Mr. Winter says, is the way he starts his United States history classes. Writing their life stories gives the students a feeling for the continuity of history.

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PHYSICAL FITNESS

TEACHERS SHOULD KEEP THEMSELVES PHYSICALLY FIT

Lester Turnbaugh, Principal, Chowchilla Union High School, Madera County

TEACHERS owe it to themselves, their students, and the communities they serve, to keep themselves physically fit. The indoor life they lead makes it essential they obtain physical exercise, preferably outdoors, and a sufficient amount of sleep. Both of these are necessary to replenish the nervous energy drained from them during the school day and attendance at the many community activities they deem it their duty to aid.

But it is surprising how many teachers and administrators neglect to take the necessary amount of physical exercise!

It is my contention that the average teacher can do more work and with better results if he takes a reasonable amount of time off daily for physical exercise than if he does not. If for no

other reason, he needs to feel "like a million dollars" in order to be cheerful and to preserve his sense of humor, instead of to be grouchy and disagreeable.

I urge my teachers, especially the men (because I am a man and like to play with them myself), to get a good physical workout several times a week. We do this after school before the dinner hour. We play volleyball or other indoor sports during bad weather and tennis during spring and autumn.

We modify the volleyball court in the gymnasium so that any number from two to twelve may play.

I know beyond any doubt that we are better teachers because of these hours spent in play and a physical workout, and I suspect it tends to make us a little more agreeable socially.

Progressive Education Center

MILLS COLLEGE has been chosen as one of four centers in the United States to house educational "Summer Workshops," sponsored by Progressive Education Association. Five hundred of America's finest teachers will be chosen to plan the high school of the future by scientifically developing a curriculum that will meet the needs of its students.

Dr. Lois Hayden Meek, vice-president of Progressive Education Association and professor of education at Teachers College, Columbia University, will direct the Mills session. The sessions will begin June 29th and continue until August 9th. All applications from teachers who are interested should be sent directly to the New York headquarters of the Association at 310 West 90th Street. Each workshop will be limited to 125 students with 15 staff members.

* * *

Superintendent Vierling Kersey of the Los Angeles City Schools reports that 70 new teachers were employed there beginning January 31, opening date of the spring term.

There were 10,154 more boys and girls in the Los Angeles schools than at the opening of the spring term one year ago. The average daily attendance for January, 1938, was 9,504 more than the average daily attendance for January, 1937.

The idea prevails in certain sections that attendance in California public schools is dropping. The Los Angeles city schools show the opposite.

Music and Youth Broadcasts

CALIFORNIA Western and Northwest Music Educators Conferences, together with Music Educators National Conference, in cooperation with National Broadcasting System, announce another spring series of six weekly Music and American Youth programs to be heard on Saturday afternoons from 5:30 to 6:00 o'clock, March 5 to April 9 inclusive, over N. B. C. Western Division Red Network.

This marks the fourth series of conference school music broadcasts which are designed to acquaint radio listeners with the musical activities in the public schools and colleges of the Pacific Coast.

An opportunity to hear the work of schools throughout the country may be had by tuning in on Saturday mornings at 8:30 on stations of N. B. C. Red Network. These broadcasts presented by Music Educators National Conference will continue throughout the remainder of the school year.

* * *

Go Forth and Teach

Go Forth and Teach, Committee on the Horace Mann Centennial, 1201 - 16 St., N. W., Washington, D. C. 1937. 160 pp. illus., cloth bound, 50c. Quantity discounts: 2-9 copies, 10 %; 10-99, 25 %; 100 or more, 33 1/3 %.

One hundred years ago "no higher tribute could be paid to an orator than to be selected to deliver the Fourth of July Oration to the citizens of Boston, the nation's leading city. In 1842 that honor came to Horace Mann and he made the most of it in an address which ranks as the greatest of our Independence Day orations—an address that looks far into the future." These words from the foreword give the purpose of the little volume, *Go Forth and Teach*, recently published by the Committee on the Horace Mann Centennial of the National Education Association.

CENTER OF ACTIVITIES



Archibald H. Price
Manager

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master's degree from University of Nebraska. Active as an educator in public school work, he was selected as secretary of Nebraska State Association on February 1, 1932. Since that time he has participated in every movement for the increased efficiency of the Nebraska school system, and has inaugurated studies which have resulted in better conditions for the children and the teachers of his state.

* * *

Stella E. Haverland, staff assistant, Santa Barbara Public Library, is author of Oral Book Reviewing, an excellent little volume of 42 pages, issued by Meador Publishing Company, Boston; cloth-bound.

Miss Haverland is a graduate of University of California at Los Angeles and Los Angeles Public Library School. Her book is a concise, well-written analysis of the aims and technics of the critic who does not write about books but *speaks* about them. This text should have wide use in high schools and colleges.

COMING

March 4-5—American Association of Junior Colleges, annual conference, Philadelphia.

March 5—Elementary School Principals, Southern Section; state regional conference. Santa Monica.

March 7-14—California Conservation Week; address Pearl Chase, 209 East Perido, Santa Barbara.

March 16-20—California Public Schools Business Officials Association; annual convention. Riverside Mission Inn.

March 18, 19—Northern California Conference on Americanization and Literacy, University of California, Berkeley.

March 19—Elementary School Principals, Northern Section; state regional conference. Chico.

March 19—C. T. A. Southern Section Council. Hotel Biltmore, Los Angeles.

March 19—C. T. A. Bay Section Council. Hotel Sir Francis Drake, San Francisco.

March 27-April 1—Music Educators National Conference; 6th biennial meeting. Hotel Jefferson, St. Louis.

March 31-April 2—Pacific Arts Association; annual meeting. Long Beach.

April 1, 2—California Educational Research Association, Northern Section, Berkeley.

April 2—California Elementary School Principals Association Bay Section; spring meeting at Tamalpais High School.

April 7-9—California Association of Health, Physical Education and Recreation; annual convention. Pasadena.

April 8—California Teachers Association Conference on Education. Palace Hotel, San Francisco.

Problems of Youth. Edith Pence, director of curriculum, San Francisco City Schools, chairman.

April 8—C. T. A. Board of Directors; regular meeting. Palace Hotel, San Francisco.

April 9—California Teachers Association Annual Meeting of Council of Education. Palace Hotel, San Francisco.

April 11-12—California Elementary School Principals Association; annual convention. General Grant Hotel, San Diego.

April 11-13—California Secondary School Principals; annual conference. Hollywood High School; Hollywood-Roosevelt Hotel.

April 11-12-13—California Junior College Federation, annual conference, Los Angeles.

April 13, 14—National Recreation Association, Western Division; annual meeting. Newhouse Hotel, Salt Lake City.

April 14—Pan-American Day; annual international observance. Auspices Pan-American Union, Washington, D. C.

April 14-16—American Association for Health and Physical Education, Southwest District; annual meeting. Newhouse Hotel, Salt Lake City.

April 19-23—Association for Childhood Education; 45th annual convention. Cincinnati, Ohio.

April 25-30—Public Schools Week; 19th annual observance by all California public schools and communities.

Charles Albert Adams, general chairman, 785 Market Street, San Francisco; Robert A. Odell, chairman Southern Section, Van Nuys Building, Los Angeles.

April 30—Northern California Junior College Association; spring meeting, at Sacramento Junior College.

April 30—Tulare County Schools Track Meet and Play Day; 23rd annual celebration. Mooney Grove.

May 2-5—American Red Cross; National Convention. San Francisco. Junior Red Cross section meets simultaneously.

May 6, 7—San Diego State College Roundtable, an annual educational conference.

May 17-21—California County Librarians; annual convention. Ambassador Hotel, Los Angeles.

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